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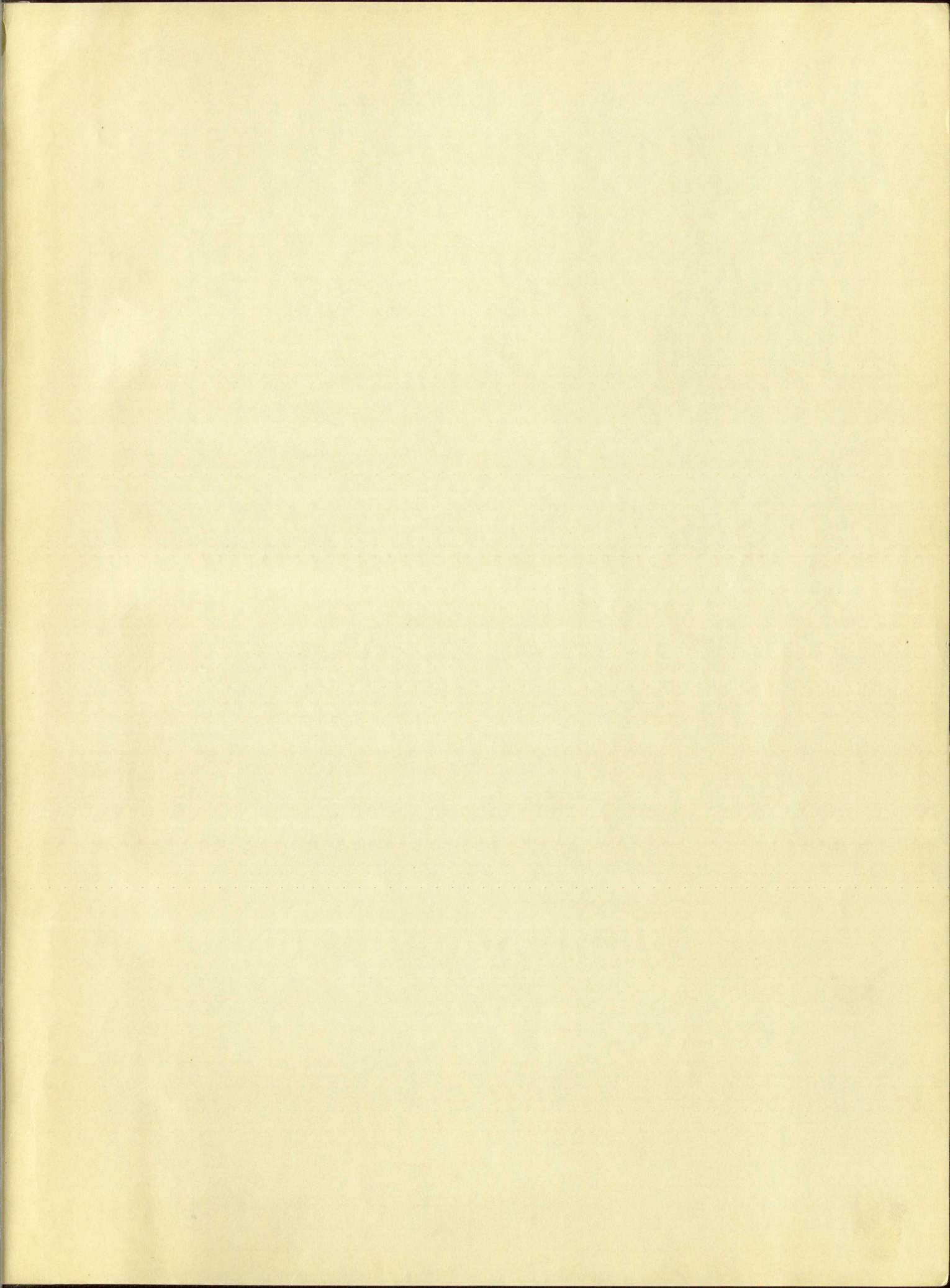
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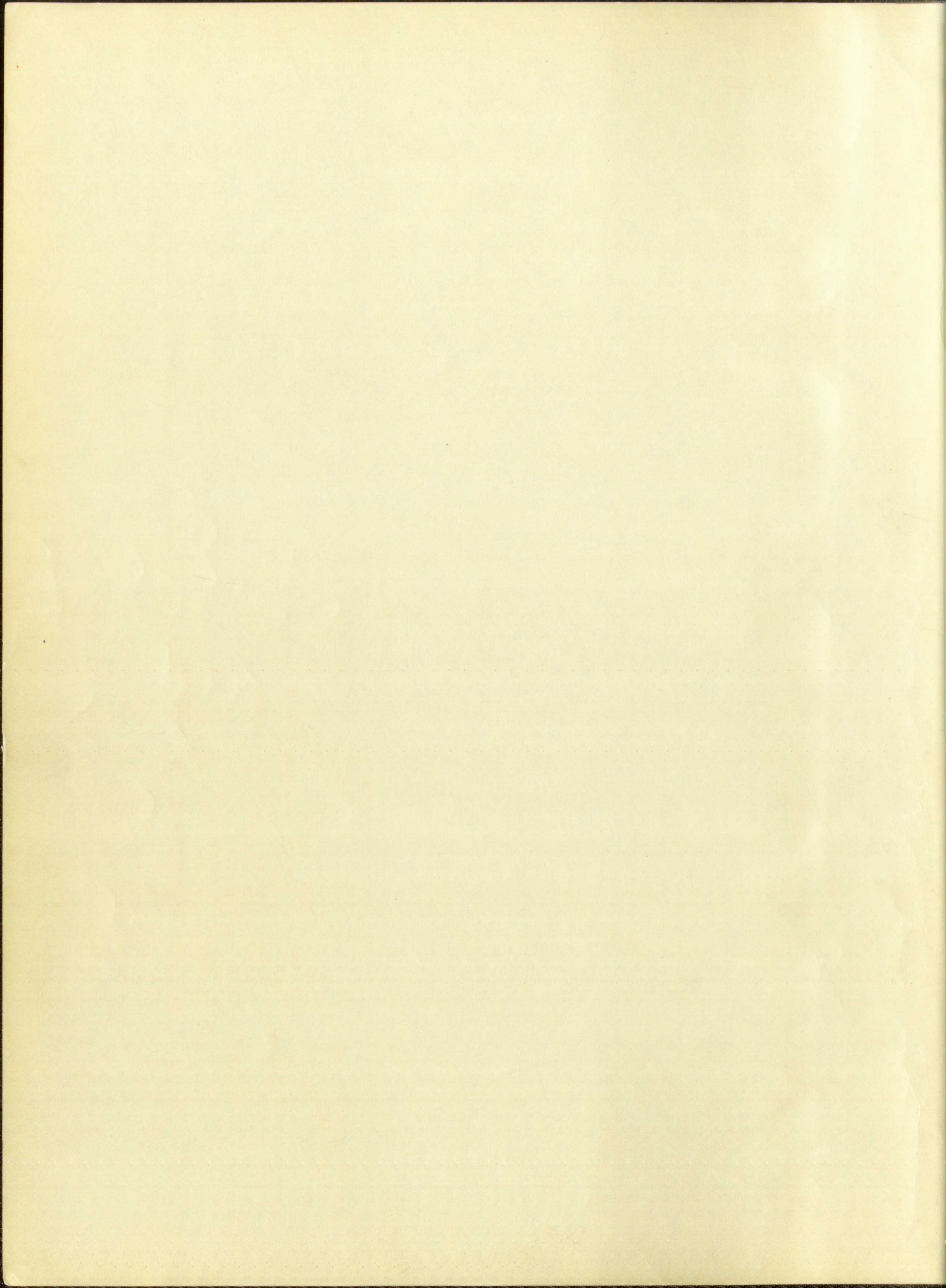
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THE ORGANIZATION AND ACTIVITIES OF THE
NEW MEXICO EDUCATIONAL ASSOCIATION

By
Julian W. Caton

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Master of Arts in Education

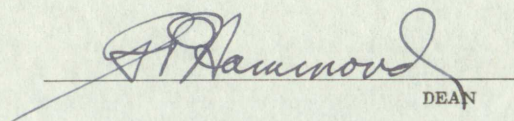
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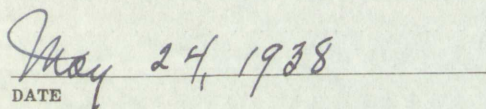
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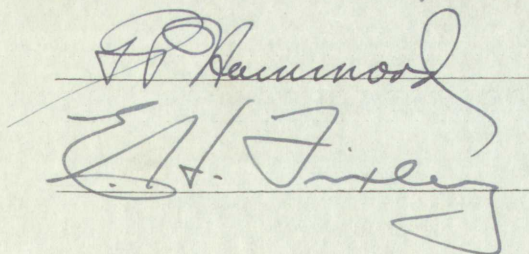
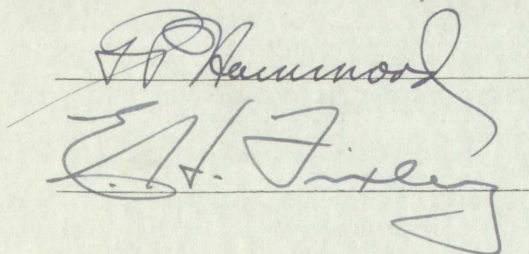
MASTER OF ARTS


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The following is a list of the names of the persons who have been elected to the office of the President of the United States since the year 1789.

Year	President
1789	George Washington
1797	John Adams
1801	Thomas Jefferson
1809	James Madison
1817	James Monroe
1823	James Monroe
1829	Andrew Jackson
1837	Martin Van Buren
1841	John Tyler
1845	James Polk
1849	Zachary Taylor
1853	Franklin Pierce
1857	James Buchanan
1861	Abraham Lincoln
1865	Andrew Johnson
1869	Ulysses S. Grant
1877	Rutherford B. Hayes
1881	James A. Garfield
1885	Chester A. Arthur
1889	Benjamin Harrison
1893	Grover Cleveland
1897	William McKinley
1901	Theodore Roosevelt
1905	Theodore Roosevelt
1909	William Howard Taft
1913	Woodrow Wilson
1917	Woodrow Wilson
1921	Warren G. Harding
1923	Calvin Coolidge
1925	Calvin Coolidge
1929	Herbert Hoover
1933	Franklin D. Roosevelt
1937	Franklin D. Roosevelt
1941	Franklin D. Roosevelt
1945	Dwight D. Eisenhower
1949	Dwight D. Eisenhower
1953	Dwight D. Eisenhower
1957	John F. Kennedy
1961	John F. Kennedy
1965	Lyndon B. Johnson
1969	Richard M. Nixon
1973	Richard M. Nixon
1977	Gerald R. Ford
1981	Ronald Reagan
1985	Ronald Reagan
1989	George H. W. Bush
1993	Bill Clinton
1997	Bill Clinton
2001	George W. Bush
2005	George W. Bush
2009	Barack Obama
2013	Barack Obama
2017	Donald Trump

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FIGURE

1. Number of bacterial species

E. M. E. S. (1954)

CHAPTER I

INTRODUCTION

I. PURPOSE OF THE STUDY

The purpose of the following study is to portray the historical setting of the New Mexico Educational Association, analyze its functions and objectives, and survey the organization, plans, and activities by which the association is attempting to achieve these functions and objectives.

II. IMPORTANCE OF THE STUDY

The writer believes that knowledge of the organization and activities of the New Mexico Educational Association is a matter of great importance to the teachers of New Mexico, especially from the standpoint of service that may be rendered the association by those teachers who possess knowledge of the underlying purposes of the association and the methods by which these purposes may be most efficiently realized.

Participation by the teachers in the affairs of the association cannot be all that is desired until the time shall arrive when each teacher has in his possession accur-

The purpose of this study is to determine the effect of the various factors on the growth of the various types of plants. The study is divided into two parts. The first part is a study of the growth of the various types of plants under different conditions. The second part is a study of the growth of the various types of plants under different conditions.

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ate and unbiased knowledge concerning the affairs of the organization, and willingly and conscientiously applies this knowledge with all the force at his command. It is further believed that so long as the policies of the association may be unknown or misunderstood by many of the teachers of the state very little time or effort will be devoted by these teachers toward achieving the ends for which the association exists. The lack of knowledge of the guiding principles embraced within the organization and the methods by which these principles are to be carried out might well be one of the gravest of dangers to the successful outcome of the association. It is true that knowledge is power and if there is lack of knowledge then interest, force, and decisive positive action may be held in reserve. Therefore it is the opinion of the writer that a study of the organization and activities of the New Mexico Educational Association is of importance to the teachers of New Mexico.

III. SOURCES OF THE DATA

The data for this study were obtained from the following sources: educational magazines of New Mexico, and printed programs of the association on file in the library of the University of New Mexico; minute books containing the

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proceedings of the annual conventions filed in the office of the executive secretary; and personal discussions held with persons active in the work of the association.

IV. DELIMITATIONS OF THE STUDY

This study as presented is concerned primarily with a survey of the work which has been accomplished by the association in the past and the efforts which are being expended at the present time. It is the desire of the writer to portray the association as it is and has been rather than to present recommendations for the future.

V. REVIEW OF RELATED STUDIES

No studies could be found which deal directly with a problem such as undertaken in this study. However, the work by Granrud¹ bears indirectly upon this subject. He presents a survey of the organizations and objectives of some forty-two state teachers' associations, including a critical discussion concerning the type of work which is being conducted by these associations. The association for New Mexico is not included in this study.

¹ John Granrud, The Organization and Objectives of State Teachers' Associations (New York: Bureau of Publications, Teachers College, 1926), 71 pp.

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CHAPTER II

HISTORICAL BACKGROUND OF THE N. M. E. A.

I. PURPOSE OF THE CHAPTER

The purpose of this chapter is to survey the historical background of the N. M. E. A. from its beginning in 1886 to the present year of 1937. Emphasis has been placed upon organization, purpose and scope of ideals, and growth in membership and power.

II. STATUS OF THE N. M. E. A. PRIOR TO 1921

In the early autumn of 1886 Dr. C. E. Hodgkin, later Dean of the University of New Mexico, with two friends was sitting on the front steps of the old Albuquerque Academy building engaged in conversation. The topic under discussion was the deplorable educational conditions of the territory of New Mexico. Before the close of the discussion a self-constituted committee of three was appointed to plan for a territorial teachers' association as an initial attempt to improve the sad conditions then prevalent among the few schools of the territory. At this time there was no public school system in the territory of New Mexico.

The committee took upon itself the task of arranging

a program to be presented at the first meeting and of creating interest among the territorial teachers. As an aid in this work contact was made, by letter, with a number of leading educators of the territory, and a meeting of all men and women who were interested in education in the town of Santa Fe was called for November 26, 1886. The following extract from the minutes of that meeting may well serve to portray the attitude of those present:

In accordance with the views and suggestions received from leading educators in other parts of the territory it was thought that the time had arrived in the history of New Mexico when some action should be taken with a view to organizing a territorial educational association, and as a preliminary measure thereto the following preamble and resolutions were adopted:

Whereas, we acknowledged in the foundation of all civil governments and associations one of the chief cornerstones should be popular and free education to all mankind, and

Whereas, the advancement of educational interests in any state or community can best be accomplished through regularly organized efforts whose only and sole aim shall be to advise, council, and direct the best modes and methods whereby the advantages, privileges, and opportunities which are attainable may be utilized and directed for the general good of all concerned, therefore, be it

Resolved, that a convention to be composed of all persons in the territory interested in educational matters be convened at the city of Santa Fe, on Tuesday, December 28, and continue until the 30 th. inst., for the purpose of organizing as suggested a territorial association.¹

Arrangements for a program and the business details thus incurred were tasks which fell upon the shoulders of the

¹ Editorial in the New Mexico School Review, 8:22, September, 1928.

above mentioned committee. The people of Santa Fe gave loyal service in this first effort to organize the educational forces of New Mexico, and cordially entertained the forty teachers, a large percentage of whom were from church and private schools, who assembled in the First Presbyterian Church on December 28, 1886. A good meeting ensued, which was the small beginning of the association which has developed into the present organization large in scope and extensive in potential possibilities.

The research student finds that during the early years of the history of the association action upon the part of the leaders was concentrated almost entirely upon efforts to enlist the interest of the territorial teachers in the new organization, obtain their attendance at the annual meetings each December, and their enrollment as members of the association. Programs were planned for the principal purpose of entertainment as one means of gaining teacher interest. A second effort toward arousing and holding interest was attempted by means of teacher participation in the convention program. Teachers who were given work to accomplish on the association program were chosen at random from the various schools in the territory. The papers as prepared were for the most part discussions concerning the classroom problems which had confronted these particular

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teachers during the school year. It was believed by the association leaders that this method would awaken in each teacher an interest in the affairs and problems of other teachers of the territory and that a feeling of group relationship might be engendered among the entire teaching force.

While the various teachers of the territory were in this manner employed in preparing and presenting contributions to each annual program, those educators who were most deeply concerned with the educational program for New Mexico were blazing a trail far in advance of the public thought of the day. Their unselfish and tireless efforts were given in the hope of arousing a spirit of enterprise, progress, and mutual helpfulness among all people of the territory and developing a public sentiment that would bring about the greatest possible efficiency of the schools which were in existence at the time. These leaders encouraged many round table discussions at the annual meetings concerning needed legislature, better buildings and equipment, longer school terms, more efficient use of school monies, and especially did they stress the raising of teaching standards and certification requirements, at the same time giving earnest encouragement to all teachers that they strive to meet all new requirements and that they all work together in such

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manner that their several aims and methods might be harmonized and made to effect the best results. This unification of the teaching force of the territory was a very popular topic of discussion at the meetings during the early years of the association; however, this subject was stressed from the standpoint of comradeship, inspiration, and entertainment rather than from the power which might be incurred from such a unification.

Progress in teacher interest, attendance, and enrollment in the association was very slow. Searching for attractions more tangible with which to arouse interest, Superintendent R. R. Larkin of the Las Vegas city schools and President Edmund J. Vert of the New Mexico Normal University reached the decision that the publication of a paper devoted to the educational interests of New Mexico would not be amiss. This decision was reached December 16, 1904, less than two weeks before the nineteenth annual convention of the association. James G. McNary and Charles W. G. Ward of Las Vegas accepted the undertaking of preparing the initial number of the New Mexico Journal of Education for submission to the members of the association at the Silver City convention. In the words of the editors² the purpose and need of

² Editorial in the New Mexico Journal of Education, 1:10, January, 1905.

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the journal was well expressed:

There is no teacher in New Mexico but realizes the importance of a publication devoted to the educational affairs of the territory. One of the most serious drawbacks to a public school system that is excellent in theory, and that has grown and prospered despite serious difficulties, is the lack of unification. A teacher in Roswell is entirely out of touch with a teacher in Santa Fe. It is doubtful if any member of the Silver City Normal can name the faculty of the Las Vegas Normal or vice versa. The educators of one town or city have little or no opportunity of knowing what other educators of the territory are doing. Each district is working away independently doing the best it can, but having no medium of exchange with other districts, no suggestions, no co-operation.

The unification of the educational interests of the territory will be the principal aim of the Journal of Education. It is hoped to secure school news from every part of the territory; to furnish each teacher with an opportunity of learning what is being done in other sections, and to secure expression of the latest educational thought and the able treatment of professional subjects. The Journal will endeavor to advocate whatever makes for the educational interests of New Mexico, as well as to give room for full discussion of territorial educational needs.

In order to make the Journal successful in the limited territorial field, it will be necessary to secure the active co-operation of the educational forces of the territory. Teachers are earnestly requested to assist the editors in publishing a journal that will meet the needs and advance the interests of New Mexico. The educational news notes, the articles on professional subjects, the discussions of live topics, must in large measure come from the teachers of the territory. From the teachers and the friends of education must, also, come the financial support necessary to maintain an educational publication. We believe that the pressing need of such a publication as it is hoped the Journal of Education will be is realized in the territory, and that the required support will be forthcoming.

The Journal is established as a quarterly, but if the educational forces rally to the support of the paper in the degree anticipated, the quarterly will soon give place to a monthly.

The matter for this issue has been secured and print-

ed, the cover design obtained, and all the work necessary to production has been done in less than a week. Hence, it has been impossible to present any comprehensive view of the educational work of the territory. The importance was realized of preparing for the consideration of the educational association a publication, that in size, scope, and ideal might be taken as a type of the journal to be established permanently. With all the thoroughness consistent with necessary haste, this idea has been carried out. The Journal of Education has entered the field to remain and its editors and friends ask for it the hearty endorsement of the educational association assembled in convention at Silver City.³

When distributed among those present at the convention, the Journal was met with hearty approval. It was believed that it would aid very materially in stimulating interest in the educational problems of the time.

Attendance at the Silver City meeting was very small and a feeling of righteous indignation prevailed. The following discussion concerning this meeting portrays the lack of interest among many of the educators holding responsible educational positions in the territory:

The enrollment of the Silver City meeting of the educational association was thirty-eight. Reading between the lines this means that out of more than seven hundred teachers in New Mexico, only thirty-eight found it convenient to meet with their fellow-teachers for a three-days' conference on the subjects assumed to be of mutual interest. In the territorial institutions alone seventy-three teachers are employed, yet not more than twelve were present at any session. Despite this fact the territorial schools prefer to think that they lead

³ Editorial, op. cit.

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in educational thought and enterprise in this commonwealth. New Mexico has twenty-five superintendents who are supposed to be educational leaders in their respective counties, yet only one outside of the county in which the meeting was held enrolled as a fellow worker in the educational betterment of the territory. About twelve heads of city and town schools style themselves superintendents of schools, and it is assumed that they would resent any suggestion that they are not educational leaders in their respective communities. Yet only four such persons seemed to think that the advantages of the meeting of the association an offset for the expense attendance at the meeting would incur.⁴

The small number in attendance at the Silver City convention was a deplorable fact, also, to those leaders who were intensely interested in, and who felt a keen sense of responsibility for, the success of the association. Attempts to study the situation led to the belief that one of the most important factors which contributed to this cause was the type of programs which were usually presented at the general meeting. These as stated above included no out-of-state speakers; only local talent had as yet been employed in the program set up. The leaders soon reached the decision that this general practice instead of creating interest among the teachers had produced the effect, without exception, of a discontinuous program touching lightly here and there upon subjects of

⁴ Editorial, "The Next Meeting of the Educational Association," New Mexico Journal of Education, 1:6, July, 1905.

in educational institutions and in the community. The first of these was the National Association of Educational Administrators, which was organized in 1902. This organization was the first of a series of national associations of educational administrators, which have since been organized for various levels of education, including the National Association of Secondary Education, the National Association of Elementary School Principals, and the National Association of School Administrators. These organizations have played a significant role in the development of the field of educational administration, and have provided a forum for the exchange of ideas and information among their members.

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With this, the first of the three organizations mentioned above, the National Association of Educational Administrators, was organized in 1902. This organization was the first of a series of national associations of educational administrators, which have since been organized for various levels of education, including the National Association of Secondary Education, the National Association of Elementary School Principals, and the National Association of School Administrators. These organizations have played a significant role in the development of the field of educational administration, and have provided a forum for the exchange of ideas and information among their members.

special interest only to those who were contributing. It was decided at this time to employ an out-of-state speaker for the next annual meeting. It was felt that the time of haphazard programs was past; that the teaching force was prepared for a broader and more significant method of handling educational subjects. The question of the geographical location of persons appearing on the program became insignificant in comparison with the need that was felt for forceful speakers who could make their hearers feel that they had a message to deliver.

Thus the association leaders, remembering the small attendance at the last meeting but by no means willing to accept defeat, made plans for a more diversified program and a wider field of advertising by means of the Journal of Education. They were somewhat encouraged by the report from the school board of Albuquerque that it would present each teacher whose presence at the meeting was certified to by the superintendent with a check for ten dollars; also by the co-operation from the railways announcing that the Denver and Rio Grande and the New Mexico Central guaranteed a rate of one fare for the round trip to teachers attending the convention, and the Santa Fe would give a rate not to exceed one and one-fifth fare on all its lines. The territorial board of education sent

special interest only in those cases where a complaint
was decided at this time. It was decided to hold a
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he would give a rate. The committee was
on all the lines. The committee was

out circulars urging local school boards to grant permission to teachers to attend the convention with pay.

One of the interesting features of the following convention was the introduction of membership badges to be worn by all members who had paid their dues. These were to be used as tickets of admission to all association affairs. It was at this meeting (1906) that the social hour was incorporated into the program. It was thought that the broadening and liberalizing effect of social contact would offer more advantages than those to be had from business meetings alone.⁵ The meeting was the most representative that had been held by the association, with larger attendance and more than twice as many schools represented as ever before.

During the following year the county superintendents' section and elementary school section were organized and opportunity for personal contributions again offered. At this time also the school board of Albuquerque set a precedent by deciding to extend teachers' salaries to include the Christmas holidays in order that all teachers might be encouraged to attend the association

⁵ The social hour and the formal addresses were received with approval by the teachers of the convention and this practice has been followed almost without exception even down to the present time.

out officials arising from the fact that the

tion to teachers to attend the convention

One of the important features of the

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meetings. At this meeting in Santa Fe in 1907 all counties in New Mexico, with the exception of five, were represented.

At this period in the history of the association the annual meetings were being held during the Christmas holidays. Naturally it was the desire of a large number of teachers to be at home for the holiday season. Also, and for the same reason, it was found to be a very difficult task during the next few years to employ prominent speakers for the convention programs and practically impossible to secure attractions in the form of lectures and musical entertainments. Efforts toward securing a change of date for the annual meetings were unsuccessful until 1911, at which time the territorial board of education permitted the teachers to use the last week of November for this purpose and for the first time a continuation of salary for each teacher was allowed. In 1924 this date was changed to the first week of November, as practiced at the present time.

The twenty-third annual meeting in December, 1908, was one long remembered by those who were in attendance. An enrollment of 250 was reached, with an attendance of some four hundred. Every one seemed to be present except the officers, the sole representative being the secretary,

Dr. W. E. Garrison of the Agricultural College. The chairman of the executive committee called the meeting to order and a president was elected by popular vote.

In 1910 a series of campaigns was begun by the New Mexico Journal of Education with the aid of the association, for the purpose of selecting a state flower. The campaigns were conducted with a dual purpose in view: to give New Mexico a state flower, should she become a state in the near future and at the same time to provide for the teachers of New Mexico a single objective toward which to work, thus producing a singleness of purpose and an increased interest of each school toward the other schools of the territory. Thus it was that the state flower was eventually selected by the school children of the state under the auspices of the educational association. Each school, also, became more fully aware of the state-wide educational system.

During this period the general school exhibit was introduced into the convention program. This practice was popular in varying degrees for a score of years and is, at the present time, generally represented by a school exhibit by the city in which the convention is held.

One of the interesting bits of ceremonial history introduced in the year 1913, and which has become dear to

Dr. W. E. Garrison, of the Massachusetts Anti-Slavery Society, was
chairman of the committee on the subject of the
order and a president was elected to the
In 1840 a series of lectures were given in
Mexico Journal of Education was published in 1840
tion, for the purpose of raising the standard of
campaign were conducted with a view to
give New Mexico a state flower. It was decided to
in the near future and in the year 1841 the
teachers of New Mexico and in the year 1842
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school, also, because it was the year of the
educational system.
During this period the committee on the
introduced into the country the system of
popular in various schools and in the year 1845
the present time, the system is still in
aid by the state and the committee on the
One of the latest additions to the system
introduced in the year 1846, the system of

the hearts of the N. M. E. A. group, was the presentation of the president's gavel. This act occurred, and continues to occur at the present time, at the first general meeting of each annual assembly. It was upon a motion made by Mr. Larkin that the N. M. E. A. voted to present each year a president's gavel to the president of the association. Mr. Larkin was made a member of the committee to become responsible for the creation and presentation of the gavel, in which capacity he served until his death in 1937.

During this period, until 1921, much stress was brought to bear by the association upon the development of the Journal as the educational magazine of New Mexico. The primary purpose was the furthering of the advancement of the scholarship and efficiency of the teachers and the effective consolidation of the many educational forces of the state. As a means of effecting the former a reading circle was organized and conducted by the Journal whereby teachers might earn credit to be applied toward the acquisition and renewal of certificates. During the first year of the history of the circle a total of 622 books were sold to a membership of 389 New Mexico teachers. Throughout the ten year period embracing the existence of the reading circle a study of some thirty-seven professional

the board of the ... of the president's ... use to occur in the ... meeting of each ... made by Mr. ... each year a ... association. ... fee to become ... tion of the ... death in 1937. ... brought to ... the journal ... The primary ... of the school ... effective ... the state ... circle was ... teachers ... tion and ... of the history ... sold to a ... out the ... reading circle ...

books was conducted, thus proving the circle was of material aid to the teachers. As a help to teachers in taking state examinations for certificates the association by means of the Journal organized and sponsored a New Mexico teachers' institute. This was the first step in the evolution of the summer school and in-service training for teachers as we have them today.

The low educational standard for New Mexico teacher qualifications during this period was a matter of much concern to the educational leaders. As a direct result of their unceasing efforts the certification requirements were gradually raised by law and the teachers continued to improve their standards. Such actions upon the part of the educators which led to the betterment of the organization and efficiency of the school system did not pass uncensored. Their first effort to exert power as a unified body was in 1905. At this time Governor Otero requested that those who were engaged in the educational work of New Mexico express their wishes regarding a suitable man for the office of territorial superintendent. The matter was taken up at the following meeting of the association and the result of their choice was conveyed to the Governor. No sooner did this action become known than a certain newspaper began publication of a series of edi-

torials entitled somewhat as follows: "Teachers Attending to their Business," "The Province of the Teacher is the School Room," "The People Know What They Want," and "Let the Practical People Select the Superintendent of Public Instruction."⁶ This series of editorials upheld the thought that being engaged in educational work made a man impractical, that the office of superintendent of public instruction was purely a political one, and that those engaged in educational work should express no opinion as to the one to be selected as head of the educational system.

In 1910 the N. M. E. A. passed a resolution which endorsed the provision of the constitution which required that the superintendent of public instruction should be a trained and experienced educator. It also selected a committee to present a memorial to the political conventions of the respective parties of the state urging the selection of only highly qualified men for the position. The following qualifications were selected by the association as those which should be possessed by the superintendent of public instruction:

⁶ Editorial, "Story With a Moral," New Mexico Journal of Education, 1:8, July, 1905.

...to their business, "School Room," "The ...
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1. Thorough education, preferably a college or normal school graduate.
2. Broad general culture and knowledge of men and movements.
3. Special acquaintance with present day educational forces throughout the nation.
4. Recognized ability and success as a teacher and administrator in New Mexico schools.

We believe further that the state superintendent should be:

- (1) A man of high moral standing in private and public life, and
- (2) Holding the idea that the education of the children of New Mexico is a work that can well claim his best endeavors.⁷

The research student interested in the work of this period finds that very worthy and highly commendable ideals were constantly being presented to the teachers of New Mexico by means of publications in the Journal. All teachers were urged to adopt these ideals and unite as an enthusiastic force to aid in procuring better educational advantages for the state. Earnest efforts were expended by the leading educators and those primarily interested in the affairs of the association in attempts to overcome sectionalism and local jealousies; to awaken the feeling of responsibility of all for the welfare of all; to simplify organization and eliminate waste of time and money; and to establish an effective system of schools for the education of all the children of New Mexico.

⁷ Editorial, "A Memorial," New Mexico Journal of Education, 8:8, October, 1911.

1. The purpose of the study was to determine the effect of the new curriculum on the achievement of the students in the field of mathematics.
 2. The study was conducted in a secondary school in the city of New Mexico.
 3. The study was conducted during the school year 1964-1965.
 4. The study was conducted by the author, who is a teacher in the same school.
- The following are the results of the study:
- (1) The achievement of the students in the field of mathematics was significantly higher in the experimental group than in the control group.
 - (2) The achievement of the students in the field of mathematics was significantly higher in the experimental group than in the control group.

The results of the study indicate that the new curriculum has a positive effect on the achievement of the students in the field of mathematics. This is evident from the fact that the achievement of the students in the experimental group was significantly higher than that of the students in the control group. This finding is consistent with the findings of other studies which have shown that the new curriculum has a positive effect on the achievement of the students in the field of mathematics.

The study also indicates that the new curriculum has a positive effect on the achievement of the students in the field of mathematics. This is evident from the fact that the achievement of the students in the experimental group was significantly higher than that of the students in the control group. This finding is consistent with the findings of other studies which have shown that the new curriculum has a positive effect on the achievement of the students in the field of mathematics.

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By the year of 1912 the following specific educational objectives had been adopted by the association: longer terms; better school houses and equipment; more attractive school grounds; better school supervision, including systematic and accurate reports; well qualified and well paid teachers; better co-operation among the teachers, school officers, and parents; high school opportunities free to all children; more effective administration; a system of traveling libraries bringing good books into the hands of pupils and parents; county unit organization; school curriculum adjusted to allow for instruction in drawing, music, manual training, agriculture, domestic science, physical education, and health; a system of revenue providing for at least six months of school for every child in the state, and compulsory attendance of each child for that length of time; and revision of the state school laws.

By the year 1916 the following achievements were realized:

1. Enactment of the law making minimum school term seven months.
2. Passage of county unit law regarding supervision and taxation.
3. Adoption of suitable textbooks under favorable contracts relative to exchange, prices, and new editions.
4. Initiation of "moon-light school movement."
5. Obtaining of recognition by the U. S. bureau

of education and from educators of all the states that New Mexico is enthusiastic and progressive, wise in educational matters.

6. Earnest work and co-operation of the officials of the state department of education.⁸

Even in the face of this evidence and with the concentrated efforts of the leading educators of the period the educational association did not prosper to a very appreciable extent. Very few teachers were paying for subscriptions to the Journal, only a small percentage were members of the association, and attendance at the annual meetings was small. A general lack of interest prevailed throughout the schools of the state. By 1917 there were only twelve paid subscriptions to the Journal. During the next three years, due to financial conditions within the state, school budgets were cut, reductions in salaries became imperative, interest in the N. M. E. A. lagged, and the Journal after fifteen years of service was discontinued.

III. STATUS OF THE N. M. E. A. SINCE 1921

It was at this time, 1921, when the N. M. E. A. was in a comatose condition, with its principal avenue of publication closed, that the ten-mill amendment was introduced into the Journal.

⁸ Editorial, New Mexico Journal of Education, 12:17, February 1, 1916.

in the legislature. Under the law of 1919 teachers' salaries in ungraded rural schools were limited by the provision that salary and maintenance should not exceed \$110 per month per room for first grade teachers, \$90 for second grade teachers, and \$60 for third grade teachers. After making due allowance for maintenance it was possible under the provision of this law to pay salaries of about \$1,200 to first grade teachers, \$950 to second grade teachers, and \$600 to third grade teachers, as a maximum. When the legislature assembled in January, 1921, therefore, a committee representing the N. M. E. A. went before that body and asked for an increased salary schedule for the teaching force. The net result when the legislature adjourned was House Bill No. 109, reducing the maximum salary of second grade teachers to \$900 and that of third grade teachers to \$540, and Joint Resolution No. 8 which, briefly, provided that the maximum rate of tax to be levied for all school purposes and uses should not exceed ten mills on the dollar. This amendment was soon branded by the school men of the state as the amendment to defraud the children of rural districts of free education.

It seemed, in the face of this new menace, that the slow but steady progress of the last three decades was to be doomed to failure. A great deal of service had been

WILL BOND

in the U. S. District Court for the District of Columbia, do hereby certify that the within and foregoing is a true and correct copy of the original as the same appears from the records of said Court.

Witness my hand and the seal of said Court at Washington, D. C., this 1st day of January, 1901.

JOHN W. BOND, Clerk of the Court.

rendered the people of New Mexico during the last thirty years by the improved educational organization, but it was felt that only a beginning had been made. If the schools were to suffer this assault, carefully planned and timed for a year of financial depression when the general tendency of the public at large was one of retrenchment, then much fear was held for the recovery and further progress of the educational system.

But the work of the last thirty years had not been in vain. There were those within the state who felt that they had an obligation and duty to perform for that state and who would not accept defeat without a struggle. Among these educators was John H. Vaughn, instructor in history at the Agricultural College, Las Cruces. Fully aware that as an individual he could exert little influence in the crisis at hand, he felt that something should and could be done. He believed that no agency was better fitted by training, interest, and experience to secure progress in public education than the teaching group itself; that within the communities of the state there was a close relationship between the schools and the citizens of these communities; that an equitable amount of school support was the concern of many of these citizens; and even though faced by the plea of the people for relief from taxation, and

amid a general retrograde movement educationally, he believed that one of the basic ideals of the average New Mexico citizen was a good education for his children. The plan of Vaughn was to organize and direct the teachers and citizens of the state in such manner that they might use their constitutional right of suffrage in defeating the ten-mill amendment. To this end he proposed the edition and publication of a school magazine to be known as the New Mexico School Review. Created for the principal purpose of defeating the hated ten-mill amendment, the first issue of the Review was published in July, 1921. The July and September issues were devoted almost entirely to the objective of focusing public attention on the necessity for defeating the above mentioned amendment. The plans for the Review included that of a monthly issue, annually, from September to June inclusive. But in the words of the editor: "The Review is not being published for pastime, but for the very definite purpose of promoting the interests of education in the state. And whenever in our judgment those interests demand an out-of-season issue it will be forthcoming." ⁹

⁹ Editorial, "The Review's Plans for the Year," New Mexico School Review, 1:18, July, 1921.

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Editorial...

The results of the election held September 20 that produced the death of the ten-mill amendment were sufficient to satisfy even the educators of the state. Thus they were encouraged to move forward, concentrating their efforts toward the building up of a public school system in New Mexico which should be second to none in the union. With only the true welfare of education, and the educational product, at heart, it was the desire of the editor of the Review to see the educational forces so bonded together in a union with foundations so carefully laid that by means of their growing strength the rapid improvement of educational conditions in New Mexico might be consummated.

The next step to be considered was the reorganization of the N. M. E. A. with special stress and attention being placed upon the making of the educational council primarily a body of delegates representing local units, and having the full legislative power of the association and the creation of an office for a full time secretary. When such an organization should have been perfected it was considered that the first important step would have been taken in securing for the teachers of New Mexico the influence in the educational affairs of the state that some three thousand educated and intelligent citizens

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should have. The passage of amendments providing for this reorganization was secured at the annual meeting in the fall of 1921.

Since the success of any organization depends largely upon its leadership, the selection of a secretary became an important problem. To him would be entrusted the carrying out of the association policies and he would become in many ways the actual executive and manager of the association affairs. It was the desire of the executive committee to select for this position a man trained and experienced in the educational field, with a high vision of the problems of public education, who should be of such mental stature and intellectual attainments as to command the respect and confidence of the public. Also he must know New Mexico and have a deep understanding and appreciation of her peculiar educational conditions and problems.

When the committee met in January, 1922, at Albuquerque for the purpose of selecting a secretary, it had but two candidates for the position, both of whom were entirely outside the field of educational activity. This made a selection impossible at the time and the committee adjourned to look further for available material. Because of lack of interest upon the part of the teaching force as

a whole and the consequent lack of funds, the office of executive secretary of the N. M. E. A. was not successfully established until about 1930.

This period following the birth of the Review bears a fruitful relation to the life of the association and its efforts to aid the teaching profession of the state. The magazine came into existence fighting the ten-mill amendment; striving not only for teacher interest and organization, which had been faithfully advocated during the last three decades, but pleading and demanding that the association go beyond organization and achieve creditable results from organization. It was owned and edited by Mr. Vaughn until 1924 and following his death was published a short while by Mrs. Vaughn. The research student cannot but admire the tenacity with which Mr. Vaughn adhered to his belief that the N. M. E. A. under proper organization and leadership could be made to wield a power for good in the affairs of the state. Although the period of time in which he was connected with the Review was of short duration, the results of his efforts cannot be measured. He created for the N. M. E. A. its official magazine, led the school people of the state to victory against almost overwhelming opposition, giving undeniable proof of the power which may be exerted by such an organization when it has

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the desire to do so, and set in motion the first definite movement in the reorganization of the N. M. E. A. These results were accomplished at a time when, as Mr. Vaughn remarked, even the sparrows on the housetops were chirping, "It can't be done! It can't be done!"

In 1925 the N. M. E. A., knowing that it should be of immense value to have a publication which would give publicity to all its plans, accomplishments, and problems, all without extra cost or responsibility, purchased the Review from Mrs. Vaughn for the sum of five hundred dollars. It soon became a valuable asset to the N. M. E. A. offering its pages to be used as the association so desired. It was decided at the time of purchase that the New Mexico School Review should and would be sent to every teacher who enrolled as a member of the association, the subscription price to be included in the N. M. E. A. dues.

During the last decade the New Mexico Educational Association has made progress along many lines, one of the outstanding accomplishments being increased teacher interest and enrollment. The membership in the N. M. E. A. has grown until it now includes something over thirty-five hundred members, including teachers and laymen who are interested in education. Table I shows in brief form this growth in membership. An analysis of this table reveals

the desire to see it as a movement in the movement. The results were not only remarkable, even in the case of the "It can't be done."

In 1905, the movement of license value to the public to all the other public all without extra cost. The law from that time on dollars. It was decided to offer the public to the public.

It was decided to offer the public to the public. The law from that time on dollars. It was decided to offer the public to the public.

Association has been established. The law from that time on dollars. It was decided to offer the public to the public.

TABLE I
GROWTH OF THE N. M. E. A. FROM 1886-1936

Year	No. of Teachers	No. Enrolled	Percentages
1886-87	-----*	40	-----*
1910-11	1,476	340	23.06
1925-26	3,160	1,718	54.36
1931-32	3,881	2,596	66.89
1932-33	3,645	2,488	68.26
1933-34	3,706	2,942	79.38
1934-35	3,880	3,300	85.05
1935-36	4,039	3,500	86.65

*Data not available.

Year	No. of cases
1988-89	---
1989-90	1,170
1990-91	1,170
1991-92	1,170
1992-93	1,170
1993-94	1,170
1994-95	1,170
1995-96	1,170

*Data not available.

that during the last decade membership in the N. M. E. A. has more than doubled, and a larger percentage of the teaching force has enrolled during each succeeding period represented. Unfortunately data are not available concerning each of the years since the organization of the association, due to the fact that during the early history of the N. M. E. A. records were not kept.

Table II, pages 31 and 32, gives the date, name of president, and meeting place of the N. M. E. A. from 1886 to 1937.

Other lines of interest in which the Association has made noticeable efforts for advancement are aims and objectives, organization, finance, and activities. Development along these lines will be discussed in the following chapters.

that during the last few years the number of persons
has more than doubled. The number of persons
teaching force has increased from 100,000 to 200,000
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teaching force has increased from 100,000 to 200,000
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of the A. S. T. has increased from 100,000 to 200,000
Table 11, page 11, shows the number of persons
president, and teaching force, from 1937 to 1937.
to 1937.
Other lines of thought are shown in Table 12, page 12.
has made noticeable progress in the number of persons
objectives, organization, and the number of persons
opent along these lines with the number of persons
the chapters.

TABLE II

PRESIDENTS OF N. M. E. A. FROM 1886-1937

Date	President	Place of meeting
1886	W. W. D. Bryan	Santa Fe
1887	R. W. D. Bryan	Las Vegas
1888	C. E. Hodgkin	Albuquerque
1889	J. P. Owen	Las Cruces
1890	Hiram Hadley	Albuquerque
1891	Elmore Chase	Santa Fe
1892	C. E. Hodgkin	Las Vegas
1893	G. S. Ramsay	Albuquerque
1894	George Selby	Albuquerque
1895	R. H. Thielmann	Albuquerque
1896	J. A. Wood	Socorro
1897	D. M. Richards	Albuquerque
1898	C. M. Light	Las Vegas
1899	C. T. Jordon	Santa Fe
1900	C. L. Herrick	Santa Fe
1901	Hiram Hadley	Albuquerque
1902	M. E. Hickey	Las Vegas
1903	Luther Foster	Santa Fe
1904	A. B. Stroup	Silver City
1905	W. G. Tight	Albuquerque
1906	W. H. Decker	Las Vegas
1907	R. R. Larkin	Santa Fe
1908	C. O. Fisher	Albuquerque
1909	W. E. Garrison	Roswell
1910	J. E. Clark	Las Vegas
1911	Jos. F. Hofer	Santa Fe
1912	W. A. Poore	Albuquerque
1913	W. B. McFarland	Albuquerque
1914	C. C. Hill	Albuquerque
1915	John H. Vaughn	Albuquerque
1916	John Milne	Santa Fe
1917	Frank H. H. Roberts	Santa Fe
1918	Isabel Lancaster Eckles*	-----

*Because of war and a state wide epidemic of influenza no annual meeting of the association was held in 1918. For this reason Miss Eckles remained president a second year.

TABLE II
PRESIDENTS OF THE A. A. THE 1885-1913

Date	President	Place of meeting
1885	W. H. D. Smith	Galveston
1887	W. H. D. Smith	San Antonio
1888	C. E. Smith	San Antonio
1889	J. E. Smith	San Antonio
1890	W. H. D. Smith	San Antonio
1891	W. H. D. Smith	San Antonio
1892	W. H. D. Smith	San Antonio
1893	W. H. D. Smith	San Antonio
1894	W. H. D. Smith	San Antonio
1895	W. H. D. Smith	San Antonio
1896	W. H. D. Smith	San Antonio
1897	W. H. D. Smith	San Antonio
1898	W. H. D. Smith	San Antonio
1899	W. H. D. Smith	San Antonio
1900	W. H. D. Smith	San Antonio
1901	W. H. D. Smith	San Antonio
1902	W. H. D. Smith	San Antonio
1903	W. H. D. Smith	San Antonio
1904	W. H. D. Smith	San Antonio
1905	W. H. D. Smith	San Antonio
1906	W. H. D. Smith	San Antonio
1907	W. H. D. Smith	San Antonio
1908	W. H. D. Smith	San Antonio
1909	W. H. D. Smith	San Antonio
1910	W. H. D. Smith	San Antonio
1911	W. H. D. Smith	San Antonio
1912	W. H. D. Smith	San Antonio
1913	W. H. D. Smith	San Antonio

"Because of the wide spread of influenza the annual meeting of the association was held in 1913. This session also was the last of the association."

TABLE II (continued)

PRESIDENTS OF N. M. E. A. FROM 1886-1937

Date	President	Place of Meeting
1919	Isabel L. Eckels	Albuquerque
1920	J. H. Wagner	Albuquerque
1921	J. M. Bickley	Albuquerque
1922	Josephine Lockard	Albuquerque
1923	R. L. White	Las Vegas
1924	H. L. Kent	Albuquerque
1925	D. N. Pope	Albuquerque
1926	Frank Carroon	Santa Fe
1927	E. A. White	Albuquerque
1928	A. O. Bowden	Albuquerque
1929	J. F. Zimmerman	Albuquerque
1930	Chas. B. Redick	Albuquerque
1931	Raymond Huff	Santa Fe
1932	S. P. Nanninga	Roswell
1933	G. L. Fenlon	Albuquerque
1934	Chas. L. Rose	Santa Fe
1935	George I. Sanchez	Albuquerque
1936	J. R. McCollum	Albuquerque
1937	J. W. Wilferth	Albuquerque

PRESIDENT OF THE UNITED STATES		Date
George Washington	1789	1789
John Adams	1797	1797
Thomas Jefferson	1801	1801
James Madison	1809	1809
James Monroe	1817	1817
John Quincy Adams	1825	1825
Andrew Jackson	1829	1829
Martin Van Buren	1837	1837
William Henry Harrison	1841	1841
John Tyler	1845	1845
Polk	1846	1846
Taylor	1850	1850
Fillmore	1851	1851
Scott	1852	1852
Wheeler	1853	1853
Brady	1854	1854
Franklin Pierce	1855	1855
Jefferson Davis	1859	1859
Reconstruction	1863	1863
Lincoln	1865	1865
Johnson	1869	1869
Grant	1870	1870
Hayes	1877	1877
Rutherford B. Hayes	1877	1877
James A. Garfield	1881	1881
Chester A. Arthur	1881	1881
Benjamin Harrison	1889	1889
Grover Cleveland	1893	1893
William McKinley	1897	1897
Theodore Roosevelt	1901	1901
Taft	1909	1909
Woodrow Wilson	1913	1913
Warren G. Harding	1921	1921
Calvin Coolidge	1923	1923
Herbert Hoover	1929	1929
Franklin D. Roosevelt	1933	1933
Eisenhower	1953	1953
John F. Kennedy	1961	1961
Lyndon B. Johnson	1963	1963
Richard Nixon	1969	1969
Richard M. Nixon	1971	1971
Jimmy Carter	1977	1977
Ronald Reagan	1981	1981
George H. W. Bush	1989	1989
Bill Clinton	1993	1993
Barack Obama	2009	2009
Mitchell	2017	2017

CHAPTER III

EDUCATIONAL PROGRAM OF THE N. M. E. A.

I. PURPOSE OF THE CHAPTER

The purpose of this chapter is to present in brief form the aims and objectives of the N. M. E. A. and the steps which are being taken as an aid in the realization of these aims and objectives. It is not the purpose of the writer to attempt an analysis of each resolution or forward movement that has been made, and is being made, by the association, but rather to portray the trends which the ideals of the association have taken.

II. AIMS AND OBJECTIVES

The controlling purpose of the N. M. E. A. at the time of organization was to aid in establishing a public school system in the territory that is now the state of New Mexico. This purpose has been apparent, generally, in the establishment of teachers' organizations wherever they have appeared.

The first unorganized meetings were held in order to promote and establish public schools; the next series of meetings, to defend the schools established; and the third to educate and inspire the people and

EDUCATIONAL PROGRAM OF THE N. E. A.

I. PURPOSE OF THE CHAPTER

The purpose of this chapter is to present in detail form the aims and objectives of the N. E. A. and the steps which are being taken to attain them. The purpose of these aims and objectives is to help the purpose of the writer to attempt an analysis of each resolution in forward movement that has been made, and is being made by the association, and report to portray the progress toward the ideals of the association have taken.

II. AIMS AND OBJECTIVES

The controlling purpose of the N. E. A. is the time of organization was to aid in establishing a national system in the territory that to now the state of New Mexico. This purpose has been a reality, especially in the establishment of teachers' organizations wherever they have appeared.

The first organized meetings were held in 1892 to promote and establish public schools; the next series of meetings, to defend the schools established; and the last to educate and improve the people and

the teaching force. The indifference, ignorance, and opposition of the people toward the principle of public school education had to be overcome. The people had to be instructed in the need for, and the purpose of, a public school system.

These meetings were held all over the country and later resulted in the organization of state bodies.¹

An analysis of the constitutions of state teachers' associations shows that without exception they have been organized for the purpose of rendering a public service. The purposes as found in the study by Granrud² of the constitutions of some forty-two associations were somewhat as follows: forty-six were pertaining to the promotion of the interests of education; twenty-seven with the elevation of the teaching profession; eighteen with the promotion of the interests of the teachers; and eight naming as an object of organization the need for securing co-operation within the profession. It is very generally accepted that the advancement of the state educational association is for the public good.

The true function of the N. M. E. A. is the same today as it was originally, namely, that of rendering a public service to the people of New Mexico, with the exception

¹ P. P. Brainard, "First Step Towards a United Organization," School and Society, 2:217, February, 1920.

² John Granrud, The Organization and Objectives of State Teachers' Associations (New York: Bureau of Publications, Teachers College, 1926), p. 7.

the teaching force. The indifference, ignorance, and opposition of the people toward the principle of public school education can be seen in the fact that the public school system had to be instituted in the first place, and the purpose of a public school system. These meetings were held all over the country and later resulted in the organization of state teachers' associations.

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¹ T. P. Cravens, "First Step Towards a United Organization," School and Society, 2:217, February, 1930.

² John Graham, The Organization and Development of State Teachers' Associations (New York: Bureau of Education, Teachers College, 1925), p. 1.

that the specific problems for solution as they appear today are different from those which presented themselves in previous years.

Table III presents an analysis of the resolutions adopted by the N. M. E. A. during recent years. A study

TABLE III

RESOLUTIONS ADOPTED BY THE N. M. E. A. AT ANNUAL MEETINGS
FROM 1931-1936, CLASSIFIED ACCORDING TO
FUNCTION

Year	Commendation for ed. work	Reorganiza- tion of assoc.	Non-educa- tional import	Advance in state ed- program
1931	1	1	1	7
1932	1	0	1	5
1933	3	0	0	8
1934	6	0	1	12
1935	5	2	5	6
1936	8	1	3	5

of this table reveals that during the last six years the N. M. E. A. has adopted some forty-three resolutions relating to the advancement of the educational program in New Mexico. This tends to show that the association is attuned to the realization of the need of the work to be done in this field. Let us look further into the types of resolutions thus presented, which are concerned with the advancement of the educational program of the state.

that the specific resolution for 1931 was adopted by the
 day are different from the resolutions adopted in the
 previous years.

Table III presents the resolutions adopted by the
 adopted by the ...

RESOLUTIONS ADOPTED BY THE ...
 FROM 1921-1931 ...

Year	Committee	Resolution
1931
1930
1929
1928
1927
1926
1925
1924

of this table reveals that during the years 1921-1931
 N. E. A. has adopted ...
 failing to the advancement of the ...
 New series. This is the ...
 returned to the ...
 done in this field ...
 resolutions and ...
 advancement of the ...

Resolutions adopted in 1931:

1. Research group to study selection textbooks.
2. Study of revenue system.
3. Executive committee to sponsor extra curricular activities when possible.
4. Concerning the investment of the trust funds of the public schools.
5. Continuous governing boards for institutions of higher learning.
6. Desire state department should make a study of distribution of secondary schools in each county.
7. Council instruct the legislative committee to prepare printed schedule of proposed legislation needed in educational work and present to educational council by next meeting.

Resolutions adopted in 1932:

1. Urge adoption of new sources of revenue, and more equitable distribution of school monies.
2. Urge the reorganization of state and county departments of education.
3. Against practice of nepotism in schools.
4. Concerning state library extension service.
5. Urge further development and support of the State Bureau of Child Welfare.

Resolutions adopted in 1933:

1. Reorganization of state department.
2. Reorganization of county department.
3. Continue study in regard to textbooks.
4. Continuous governing boards for institutions of higher learning.
5. Distribution of revenues on basis of A. D. A.
6. Dedication of efforts toward the service given the school children of the state.
7. Local counties allowed to vote additional revenue when necessary.
8. Concerning N. M. E. A. lobbying.

Resolutions adopted in 1934:

1. Reorganization of state department.
2. Reorganization of county department.
3. Oppose further retrenchment of schools in service and activities, and reduction of salaries.
4. Adoption of fair system of taxation.
5. Local counties to be allowed to vote additional revenue.

Resolution adopted in 1917
1. Research into the causes of disease
2. Study of the transmission of disease
3. Experimental research in disease
4. Control of disease by public health measures
5. Control of disease by medical measures
6. Control of disease by personal measures
7. Control of disease by social measures
8. Control of disease by international measures
9. Control of disease by economic measures
10. Control of disease by political measures

Resolution adopted in 1918
1. Study of the causes of disease
2. Study of the transmission of disease
3. Experimental research in disease
4. Control of disease by public health measures
5. Control of disease by medical measures
6. Control of disease by personal measures
7. Control of disease by social measures
8. Control of disease by international measures
9. Control of disease by economic measures
10. Control of disease by political measures

Resolution adopted in 1919
1. Research into the causes of disease
2. Study of the transmission of disease
3. Experimental research in disease
4. Control of disease by public health measures
5. Control of disease by medical measures
6. Control of disease by personal measures
7. Control of disease by social measures
8. Control of disease by international measures
9. Control of disease by economic measures
10. Control of disease by political measures

Resolution adopted in 1920
1. Research into the causes of disease
2. Study of the transmission of disease
3. Experimental research in disease
4. Control of disease by public health measures
5. Control of disease by medical measures
6. Control of disease by personal measures
7. Control of disease by social measures
8. Control of disease by international measures
9. Control of disease by economic measures
10. Control of disease by political measures

6. Equitable plan for distribution of finance.
7. Revision of free textbook system.
8. Recommend state aid in construction of modern school plants, especially rural.
9. Continuous governing board for institutions of higher learning.
10. Urge members of the N. M. E. A. to acquaint the public with facts concerning proposed legislation, school costs, and purpose and work of schools.
11. Advocate appointment of committee to study rural education for ten year period.
12. Favor teacher tenure law.

Resolutions adopted in 1935:

1. Investigation of secondary school problems.
2. Advocate research on program for non-english speaking children.
3. More equitable plan for financing municipalities.
4. N. M. E. A. presidents to appoint committee of five to study financial status of institutions of higher learning.
5. Favor teacher retirement law.
6. Request college courses in methods of teaching non-english speaking children.

Resolutions adopted in 1936:

1. Income for public schools be not decreased or diverted.
2. Incorporation of the N. M. E. A.
3. Non-partisan selection of justices of supreme court and district judges.
4. Emphasize teaching of safety at all times.
5. Request New Mexico legislature for adequate laws governing:
 - (a) school maintenance
 - (b) preservation of direct charge levies
 - (c) adequate teacher retirement system
 - (d) county school boards be requested to hire teachers before July 1 of each year.

This presentation of the resolutions of the N. M. E. A. which concern the educational program for New Mexico is, in the opinion of the writer, a survey of the educa-

6. Available plan for distribution of funds.
7. Revision of these various plans.
8. Assessment of the various plans of the school district, especially the plan of the Government governing board for the district of higher learning.
10. Vice members of the board to represent the public with funds contributed in past years.
11. Advise the appointment of members to study rural education for the year 1910.
12. Favor teacher salary.

- Resolutions adopted in 1910
1. Investigation of education in other countries.
 2. Advise the board of education for the year 1910.
 3. More schools than for the year 1910.
 4. A. B. C. of the year 1910 to report on the live to the year 1910.
 5. Vice members of the board to represent the public with funds contributed in past years.
 6. Report on the year 1910.

- Resolutions adopted in 1911
1. Report on the year 1911.
 2. Investigation of the year 1911.
 3. Non-partisan action of the year 1911.
 4. Report on the year 1911.
 5. Report on the year 1911.
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 100. Report on the year 1911.

This presentation of the year 1911 is in the opinion of the year 1911.

tional interests of the association. It is indeed a field embracing the improvement of educational conditions. An analysis of these resolutions presents the two-fold program with which the association is primarily concerned: that of the advancement of educational ideals and the defense of that which has been found worthy in the educational program for New Mexico.

The resolutions thus adopted by the association are worthy and commendable. But in the words of Dr. S. P. Nanninga, president of the N. M. E. A. for the year 1931-1932:

We need an educational program. Our program should be of a similar nature and for the same purpose as the platforms of political parties, listing the specific ways in which the educational conditions of the state may be improved. It would seem advisable that our program be continuous instead of having a new program each year. If we are to educate the public on these important matters it takes years. Our educational platforms will then include definite proposals from year to year until necessary changes have been accomplished. We do pass resolutions at the end of each council meeting and general session and there is no fault to find with the resolutions but we need to do more than pass resolutions.

national interests in the region, and in the
embracing the improvement of national security,
analysis of these conditions, and the
given with which a national policy is developed,
that of the national policy of the United States,
sense of that which is best for the country,
national program for the future.

The resolution of the national program
worthy and commendable. The national program
national program, consisting of the following:

1935:

We need an aggressive program
be of a national nature, and the
platform of national policy, and
ways in which the national program
may be improved. In the national
program to be developed, and the
each year, and the national
important national program, and
platform of national policy, and
year to year, and the national
platform of national policy, and
council, and the national
platform of national policy, and
more national program.

THE UNIVERSITY OF CHICAGO
DIVISION OF THE PHYSICAL SCIENCES
DEPARTMENT OF CHEMISTRY

REPORT OF THE
COMMISSIONERS OF THE
UNIVERSITY OF CHICAGO

FOR THE YEAR
1900-1901

CHICAGO: THE UNIVERSITY OF CHICAGO PRESS, 1901.

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CHAPTER IV

ORGANIZATION OF THE N. M. E. A.

I. PURPOSE OF THE CHAPTER

The purpose of this chapter is to present a survey of the present organization of the N. M. E. A. and give a discussion of the duties and obligations of its officers.

II. MEMBERSHIP

Active membership in the association is open to all persons who are actively engaged in educational work in New Mexico. Associate membership may be enjoyed by all laymen who are interested in the field of education upon payment of an annual fee of \$1.50. The annual fee for active membership is \$3.00. Active membership entitles the member to the right of participation in all association affairs, including a subscription to the New Mexico School Review. Associate membership confers upon the member the privilege of attending the association programs and entertainments and also a subscription to the Review.

III. OFFICERS

President. The president of the N. M. E. A. is elected by popular vote during each annual meeting of the association. In addition to the usual duties of a presiding officer, it is the duty of the president to assist the executive committee at all times, to make provisions for annual association programs, and countersign all orders drawn on the treasurer.

Only twice during the first fifty years of the history of the association do we find a woman president of the N. M. E. A. In 1916 at the annual meeting Isabel Lancaster Eckles was nominated and elected president. Due to the prevalence of the epidemic of influenza and the effects of the World War, the annual meeting of the association for 1917 was postponed, with officers retained until the following year. Because of this fact Miss Eckles served two years as association president.

Vice-president. It is the duty of the vice-president to assist the president in conducting the annual association meeting and to preside at the meeting upon the absence of the president.

Treasurer. The treasurer of the association receives and is responsible for the funds of the association.

THE ASSOCIATION

President. The President of the Association is elected by popular vote during each annual meeting of the association. In addition to the annual meeting, a special meeting may be called by the President or by a majority of the Executive Committee at any time. The Executive Committee is a permanent body consisting of five members elected by the association for three-year terms. The President is elected for a one-year term and is eligible for re-election only after a lapse of one year. The President is the chief executive officer of the association and is responsible for the general management of the association. The President is also the ex-officio member of the Executive Committee. The Executive Committee is responsible for the day-to-day management of the association and for the preparation of the annual budget and the annual report. The Executive Committee may also recommend to the association the election or removal of the President and the members of the Executive Committee. The Executive Committee may also recommend to the association the adoption of amendments to the constitution and the bylaws of the association. The Executive Committee may also recommend to the association the appointment or removal of officers and employees of the association. The Executive Committee may also recommend to the association the acquisition or disposal of real or personal property of the association. The Executive Committee may also recommend to the association the execution of any and all contracts and the execution of any and all legal proceedings in connection with the business of the association. The Executive Committee may also recommend to the association the execution of any and all legal proceedings in connection with the business of the association. The Executive Committee may also recommend to the association the execution of any and all legal proceedings in connection with the business of the association.

Treasurer. The Treasurer of the Association is elected by popular vote during each annual meeting of the association. The Treasurer is responsible for the financial management of the association and for the preparation of the annual financial statement. The Treasurer is also the ex-officio member of the Executive Committee. The Treasurer is elected for a one-year term and is eligible for re-election only after a lapse of one year.

He is subject to the orders of the association and the executive committee when such orders are signed by the secretary and countersigned by the president.

Executive committee. The executive committee is the continuous governing body of the association. It is composed of seven members, consisting of the president, the immediate past-president, state superintendent of public instruction, and four members of whom one is elected each year for a term of four years. The executive committee is in charge of association affairs from each annual meeting until the following and must fill vacancies in office, where officers are elected by association, until the time of the next annual assembly of the association.

The N. M. E. A. is a member of the National Education Association and it is the special duty of the executive committee to select the New Mexico N. E. A. director and delegates to the N. E. A. convention. Each teachers' organization is allowed one delegate for each one hundred members who are also members of the N. E. A., the quota for New Mexico being six at the present time. These delegates, when attending, must do so at their own expense, although a small proration on the basis of distance traveled is received from the national fund. At the N. E. A. meeting in Detroit in the summer of 1937 the full

He is subject to the same rules and regulations as the other members of the organization.

Executive Committee

The Executive Committee is composed of the following members:

Executive Committee

The Executive Committee is composed of the following members:

composed of the following members:

the immediate past president, the immediate past vice president, the immediate past secretary, the immediate past treasurer, and the immediate past members-at-large.

his instructions, and the immediate past president, the immediate past vice president, the immediate past secretary, the immediate past treasurer, and the immediate past members-at-large.

each year for a term of one year.

see is in charge of the organization and is responsible for the general management of the organization.

meeting until the following year.

office, where all business of the organization is conducted.

the time of the year when the organization meets.

The N. E. A. is a national organization and is composed of the following members:

Association and is composed of the following members:

committee to select the members of the organization.

delegates to the N. E. A. and the delegates to the N. E. A. are the members of the organization.

Organization is a national organization and is composed of the following members:

members who are also members of the organization.

for New Mexico and is composed of the following members:

legates, when the organization meets.

although a small number of members of the organization are also members of the organization.

provided is a small number of members of the organization.

N. E. A. seeking is a small number of members of the organization.

quota of New Mexico delegates were present for the first time in the history of the association. These delegates were as follows: C. H. Conway, R. H. Grissom, J. T. Reed, D. N. Pope, Sarah K. Ellis, and J. L. Burke.

Executive secretary. Perhaps one of the most important duties of the executive committee is the selection of the executive secretary of the association. By the establishment of this office a forward step has been made in the continuous effort to advance the policies of the organization. In his hands, more than in any other one person's, lies the possibility and opportunity of unifying the teachers of the state and of advancing their interests by means of a sound educational program. His duties are executive in nature and call for business ability. He prepares the budget for the association expenditures, edits the Review, and attends to all details concerning membership. The length of term for this office is one year, from January until January, the annual salary being \$3,800. Tables IV, V, and VI to be found at the close of this chapter present a comprehensive view of the salary, qualifications, educational experience, and tenure of office of the executive secretary of New Mexico in comparison with a number of other states.

points of New Mexico...
time in the history of the...
were as follows...
D. N. Jones, Secretary...

Executive Summary
The purpose of this report is to provide a summary of the...
important duties of the executive committee...
tion of the executive committee...
the establishment of...
made in the committee...
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close of...
salary, credit...
of office of the executive...
person with...

Educational council. The educational council of the association is the legislative body and is of prime importance to the organization set up. The membership in the council is composed of the state superintendent of public instruction, one member of the state board of education, president of each educational institution which is supported entirely or in part by public funds, superintendent of each city, town, or other school in which the teaching force numbers twelve or more, and county superintendents, all of whom are members by virtue of the educational position held. In addition each city, town, and educational institution may elect one representative for each twenty-five teachers or major fraction thereof in excess of twelve. Any vacancy at time of meeting may be filled by the executive committee upon the recommendation of the chairman of the local unit in which the vacancy exists. No person may become a member of the educational council who has not paid all dues and assessments for the current year, and who is not an active member of the teaching force of New Mexico.

The officers of the council are president, vice-president, and secretary, elected at each annual meeting of the council and holding office until their successors are elected and qualified. The customary time of meet-

Educational Council. The educational council of

the association is the legislative body and is of prime importance to the organization set up. The membership of the council is composed of the state superintendents of public instruction, one member of the state board of education, president of each educational institution which is supported entirely or in part by public funds, superintendents of each city, town, or other school in which the teaching force numbers twelve or more, and county superintendents, all of whom are members by virtue of the educational position held. In addition each city, town, and educational institution may elect one representative for each twenty-five teachers or major fraction thereof in excess of twelve. Any vacancy at time of meeting may be filled by the executive committee upon the recommendation of the chairman of the local unit in which the vacancy exists. No person may become a member of the educational council who has not paid all dues and assessments for the current year, and who is not an active member of the teaching force of New Mexico.

The officers of the council are president, vice-president, and secretary, elected at each annual meeting of the council and holding office until their successors are elected and qualified. The executive committee of the

ing of the council is during the first day of the annual meeting of the N. M. E. A. convention, and usually consists of two sessions, morning and afternoon, or afternoon and evening. The program is provided by the president, discussion being open to all members of the council. Any subject for discussion which may be proposed by a council member must be submitted to the council body for discussion. It is the duty of the educational council to propose and vote resolutions concerning the educational program to be adopted by the association. It is fitting that this should be so by reason of the fact that the council itself is representative of each educational unit in the state. It is not to be expected that a more representative group might be obtained than this. Although the problems discussed may be of prime importance to each New Mexico teacher, it becomes imperative that the teaching force as a whole should be represented by a council, duly elected and empowered by them to conduct this portion of the affairs of the association as they shall deem wise and expedient. The council meeting is considered an open meeting and all who are interested in the educational problems of the state are welcome to attend.

ing of the council is during the first day of the
meeting of the N. E. Association, and the day of
also of two sessions, morning and afternoon, on the first
and evening. The program is printed in the program
discussion being open to all members of the council, and
subject for discussion which may be presented in a
number and be submitted to the council body for its
decision. It is the duty of the educational committee to
pose and vote resolutions concerning the educational
given to be adopted by the association. It is the duty
this should be made by action of the first day of the
itself is representative of each educational unit in the
status. It is not to be understood that this is a
five group which is included in the program. The
problems discussed may be of value in many ways and
section teacher. It becomes imperative that the
force as a whole should be represented in a council, and
elated and suggested by this for council and
the efforts of the association as they relate to the
expansion. The council meeting is considered as a
meeting and all are interested in the educational
problems of the state and regions in general.

TABLE IV

SALARY AND TENURE OF EXECUTIVE SECRETARIES
OF STATE TEACHERS' ASSOCIATIONS
IN VARIOUS STATES

State	Salary 1936-7	Highest salary	Full or part time	No. yrs. ex. sec.	No. yrs. with asse.
Ala.	\$4,500	\$4,800	Full	8	8
Ariz.	----	----	----	----	----
Ark.	2,220	4,200	Full	21½	21½
Calf.	8,400	8,400	Full	11	11
Colo.	5,000	5,200	Full	11	11
Conn.	4,500	----	Full	4	4
Fla.	5,400	5,400	Full	8	8
Ga.	4,000	4,800	Full	1	1
Ida.	3,400	3,900	Full	11	11
Ill.	6,000	6,500	Full	23	23
Ind.	6,300	6,300	Full	20	20
Ia.	4,500	4,500	Full	19	19
Kan.	4,800	6,000	Full	21	21
Ky.	4,250	4,250	Full	4	4
La.	5,000	5,000	Full	1½	1½
Me.	1,200	1,200	Part	17	17
Mass.	4,000	4,000	Full	7	7
Mich.	5,000	6,500	Full	1½	4
Minn.	----	----	----	----	----
Miss.	3,960	4,500	Full	16	16
Mo.	4,860	5,400	Full	22	22
Mont.	3,300	3,700	Full	4	4
Neb.	4,000	6,000	Full	6	6
N. H.	----	----	----	----	----
N. J.	----	----	----	----	----
N. M.	3,800	3,800	Full	1	1
N. Y.	----	----	----	----	----
N. C.	4,500	5,400	Full	15	15
N. D.	2,400	3,300	Full	13	13
Ohio	5,400	5,700	Full	21½	21½
Okla.	4,500	4,500	Full	14	14
Ore.	3,200	4,000	Full	11	11
Pa.	10,500	10,500	Full	17	17
S. C.	3,600	4,300	Full	12	12
S. D.	2,900	3,600	Full	13	13
Tenn.	3,600	----	Full	1½	1½

1930-31
 Salary
 State

State	Salary	1930-31
Ala.	\$4,500	
Ark.	3,250	
Calif.	3,400	
Colo.	5,000	
Conn.	4,500	
Fla.	5,400	
Ga.	4,000	
Ida.	3,400	
Ill.	6,000	
Ind.	6,300	
Ia.	4,500	
Kan.	4,500	
Ky.	4,500	
La.	5,000	
Me.	1,500	
Mass.	4,000	
Mich.	5,000	
Minn.		
Miss.	3,500	
Mo.	4,500	
Mont.	3,300	
Neb.	4,000	
N. H.		
N. J.		
N. K.	3,800	
N. Y.		
N. C.	4,500	
N. D.	3,400	
Ohio	5,400	
Okl.	4,500	
Ore.	5,500	
Pa.	10,500	
S. C.	3,500	
S. D.	3,500	
Tenn.	3,000	

TABLE IV (continued)

SALARY AND TENURE OF EXECUTIVE SECRETARIES
OF STATE TEACHERS' ASSOCIATIONS
IN VARIOUS STATES

State	Salary 1936-7	Highest salary	Full or part time	No. yrs. ex. sec.	No. yrs. with assoc.
Tex.	\$5,500	\$5,500	Full	3	3
Wash.	4,000	5,000	Full	16	16
W. V.	4,500	5,000	Full	10	10
Wis.	7,000	7,000	Full	3½	3½
Wyo.	----	----	----	----	----

TABLE IV

Summary of the results of the analysis of variance for the different groups of subjects, showing the mean scores and the standard deviations for each group.

Group	Mean Score	Standard Deviation
Group 1	75.0	10.0
Group 2	70.0	12.0
Group 3	65.0	15.0
Group 4	60.0	18.0
Group 5	55.0	20.0

TABLE V

COLLEGE TRAINING OF SALARIED OFFICIALS
OF STATE TEACHERS' ASSOCIATIONS
IN VARIOUS STATES

State Executive sec. Editor Dir. research Field represen.				
Ala.	B. A., M. A.	-----	-----	B. A., M. S.
Calf.	B. A.	B. S.	Ph. D.	M. A.
Col.	M. A.	-----	-----	-----
Conn.	B. A.	B. A.	-----	-----
Fla.	B. A.	-----	-----	-----
Ga.	B. A.	-----	-----	B. A.
Ind.	B. A.	-----	-----	-----
Ia.	B. S.	B. A.	-----	-----
Kan.	B. A.	* *	-----	-----
Ky.	L. L. B.	-----	-----	-----
La.	B. A., M. A.	-----	-----	-----
Me.	Hon. M. A.	-----	-----	-----
Mass.	B. A., M. Ed.	-----	-----	-----
Miss.	M. A.	-----	-----	-----
*Mich.	B. A., M. A., Ph. D.	B. A., M. A.	-----	-----
Mont.	B. S., M. A.	-----	-----	-----
Neb.	B. A., M. A.	B. A., M. A.#	-----	-----
N. M.	B. A., M. of Accounting	-----	-----	-----
N. C.	B. A.	-----	-----	-----
N. D.	B. A.	-----	-----	-----
Ohio	B. A., M. A.	B. A.	M. A., Ph. D.	B. S., M. A.
Okla.	B. A., M. Ed.	-----	B. A., M. A.	-----
Ore.	B. A.	-----	-----	-----
Pa.	B. S., M. A., D. Litt.	-----	B. S., M. A.	-----
S. C.	B. A., M. A.	-----	-----	-----
S. D.	Ph. D.	M. A.	-----	-----

*Business represen. M. Ed.; Asst. ed. B. A., M. A.

**Asst. sec. B. A., M. A.; Director curric. Ph. D.

#Assistant editor.

COLLEGE OF THE STATE OF CALIFORNIA

State Executive Council

Ala.	B. A.	B. A.
Cal.	B. A.	B. A.
Col.	B. A.	B. A.
Conn.	B. A.	B. A.
Fla.	B. A.	B. A.
Ga.	B. A.	B. A.
Ind.	B. A.	B. A.
Ia.	B. A.	B. A.
Kan.	B. A.	B. A.
Ky.	B. A.	B. A.
La.	B. A.	B. A.
Me.	B. A.	B. A.
Mass.	B. A.	B. A.
Mich.	B. A.	B. A.
Miss.	B. A.	B. A.
Mont.	B. A.	B. A.
N. H.	B. A.	B. A.
N. J.	B. A.	B. A.
N. C.	B. A.	B. A.
N. D.	B. A.	B. A.
Ohio.	B. A.	B. A.
Ore.	B. A.	B. A.
Pa.	B. A.	B. A.
R. I.	B. A.	B. A.
S. C.	B. A.	B. A.
S. D.	B. A.	B. A.

Business representative
 Assistant editor
 Assistant editor

TABLE V (continued)

COLLEGE TRAINING OF SALARIED OFFICIALS
OF STATE TEACHERS' ASSOCIATIONS
IN VARIOUS STATES

	State	Executive	sec.	Editor	Dir.	research	Field	represen.
Tenn.	B. A.,	M. A.	-----	-----	-----	-----	-----	-----
Tex.	B. A.,	M. A.	B. A.	Ph. D.	-----	-----	-----	-----
Wash.	M. A.,	L. H. D.	-----	-----	-----	M. A.	-----	-----
Wis.	M. A.	-----	-----	Ph. D.	-----	-----	-----	-----

TABLE V

ANALYSIS OF THE DATA
OBTAINED FROM THE
EXPERIMENTAL WORK

ANALYSIS OF THE DATA		OBTAINED FROM THE		EXPERIMENTAL WORK	
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90
91	92	93	94	95	96
97	98	99	100	101	102
103	104	105	106	107	108
109	110	111	112	113	114
115	116	117	118	119	120
121	122	123	124	125	126
127	128	129	130	131	132
133	134	135	136	137	138
139	140	141	142	143	144
145	146	147	148	149	150
151	152	153	154	155	156
157	158	159	160	161	162
163	164	165	166	167	168
169	170	171	172	173	174
175	176	177	178	179	180
181	182	183	184	185	186
187	188	189	190	191	192
193	194	195	196	197	198
199	200	201	202	203	204
205	206	207	208	209	210
211	212	213	214	215	216
217	218	219	220	221	222
223	224	225	226	227	228
229	230	231	232	233	234
235	236	237	238	239	240
241	242	243	244	245	246
247	248	249	250	251	252
253	254	255	256	257	258
259	260	261	262	263	264
265	266	267	268	269	270
271	272	273	274	275	276
277	278	279	280	281	282
283	284	285	286	287	288
289	290	291	292	293	294
295	296	297	298	299	300
301	302	303	304	305	306
307	308	309	310	311	312
313	314	315	316	317	318
319	320	321	322	323	324
325	326	327	328	329	330
331	332	333	334	335	336
337	338	339	340	341	342
343	344	345	346	347	348
349	350	351	352	353	354
355	356	357	358	359	360
361	362	363	364	365	366
367	368	369	370	371	372
373	374	375	376	377	378
379	380	381	382	383	384
385	386	387	388	389	390
391	392	393	394	395	396
397	398	399	400	401	402
403	404	405	406	407	408
409	410	411	412	413	414
415	416	417	418	419	420
421	422	423	424	425	426
427	428	429	430	431	432
433	434	435	436	437	438
439	440	441	442	443	444
445	446	447	448	449	450
451	452	453	454	455	456
457	458	459	460	461	462
463	464	465	466	467	468
469	470	471	472	473	474
475	476	477	478	479	480
481	482	483	484	485	486
487	488	489	490	491	492
493	494	495	496	497	498
499	500	501	502	503	504
505	506	507	508	509	510
511	512	513	514	515	516
517	518	519	520	521	522
523	524	525	526	527	528
529	530	531	532	533	534
535	536	537	538	539	540
541	542	543	544	545	546
547	548	549	550	551	552
553	554	555	556	557	558
559	560	561	562	563	564
565	566	567	568	569	570
571	572	573	574	575	576
577	578	579	580	581	582
583	584	585	586	587	588
589	590	591	592	593	594
595	596	597	598	599	600
601	602	603	604	605	606
607	608	609	610	611	612
613	614	615	616	617	618
619	620	621	622	623	624
625	626	627	628	629	630
631	632	633	634	635	636
637	638	639	640	641	642
643	644	645	646	647	648
649	650	651	652	653	654
655	656	657	658	659	660
661	662	663	664	665	666
667	668	669	670	671	672
673	674	675	676	677	678
679	680	681	682	683	684
685	686	687	688	689	690
691	692	693	694	695	696
697	698	699	700	701	702
703	704	705	706	707	708
709	710	711	712	713	714
715	716	717	718	719	720
721	722	723	724	725	726
727	728	729	730	731	732
733	734	735	736	737	738
739	740	741	742	743	744
745	746	747	748	749	750
751	752	753	754	755	756
757	758	759	760	761	762
763	764	765	766	767	768
769	770	771	772	773	774
775	776	777	778	779	780
781	782	783	784	785	786
787	788	789	790	791	792
793	794	795	796	797	798
799	800	801	802	803	804
805	806	807	808	809	810
811	812	813	814	815	816
817	818	819	820	821	822
823	824	825	826	827	828
829	830	831	832	833	834
835	836	837	838	839	840
841	842	843	844	845	846
847	848	849	850	851	852
853	854	855	856	857	858
859	860	861	862	863	864
865	866	867	868	869	870
871	872	873	874	875	876
877	878	879	880	881	882
883	884	885	886	887	888
889	890	891	892	893	894
895	896	897	898	899	900
901	902	903	904	905	906
907	908	909	910	911	912
913	914	915	916	917	918
919	920	921	922	923	924
925	926	927	928	929	930
931	932	933	934	935	936
937	938	939	940	941	942
943	944	945	946	947	948
949	950	951	952	953	954
955	956	957	958	959	960
961	962	963	964	965	966
967	968	969	970	971	972
973	974	975	976	977	978
979	980	981	982	983	984
985	986	987	988	989	990
991	992	993	994	995	996
997	998	999	1000	1001	1002

TABLE VI

EXPERIENCE IN EDUCATION AND RELATED WORK OF SALARIED
OFFICIALS OF STATE TEACHERS' ASSOCIATIONS
IN VARIOUS STATES

State	Ex. sec.	Editor	Dir. research	Field repre.
Ala.	19 yr. ed. 2 yr. re.	----	-----	10 yr. ed.
Calf.	27 yr. ed. 11 yr. re.	14 yr. ed. 14 yr. re.	23 yr. ed.	25 yr. ed. 6 yr. re.
Col.	33 yr. ed. 6 yr. bus.	----	-----	-----
Conn.	16 yr. ed. 9 yr. re.	----	-----	-----
Fla.	30 yr. ed.	1½ yr. ed.	-----	-----
Ga.	20 yr. ed. 12 yr. re.	----	-----	4 yr. ed 20 yr. re.
Ida.	23 yr. ed.	----	-----	-----
Ind.	46 yr. ed.	----	-----	-----
Iowa	38 yr. ed.	----	-----	-----
*Kan.	35 yr. ed.	----	-----	-----
La.	29 yr. ed. 6 mo. re.	----	-----	-----
Me.	30 yr. ed.	----	-----	-----
Mass.	12 yr. ed. 2 yr. bus.	----	-----	-----
**Mich.	15 yr. ed. 3 yr. re.	12 yr. ed. 5 yr. re.	-----	14 yr. ed. 2 yr. re.
Miss	38 yr. ed.	----	-----	-----
Mont.	21 yr. ed.	----	-----	-----
Neb.	20 yr. ed. 2 yr. re.	8 yr. ed. 1 yr. re.	14 yr. ed.	-----
N. M.	34 yr. ed.	----	-----	-----
N. C.	17 yr. ed. 12 yr. re.	----	-----	-----
N. D.	25 yr. ed.	----	-----	10 yr. ed.

*Assistant sec. 3 yr. ed.

**Business representative 29 yr. ed., 4 yr. re.; Assist.
editor 6 yr. ed.

TABLE VI (continued)

EXPERIENCE IN EDUCATION AND RELATED WORK OF SALARIED
OFFICIALS OF STATE TEACHERS' ASSOCIATIONS
IN VARIOUS STATES

State	Ex. sec.	Editor	Dir. research	Field repre.
Ohio	22 yr. ed. 2 yr. re.	9½ yr. ed. 2 yr. re.	25 yr. ed.	20 yr. ed.
Okla.	27 yr. ed.	10 yr. ed. Asst. ed.	10 yr. ed. 12 yr. re.	-----
Pa.	40 yr. ed.	16 yr. ed. Asst. ed.	24 yr. ed.	-----
S. C.	27 yr. ed.	-----	-----	-----
S. D.	20 yr. ed. 13 yr. re.	15 yr. ed. 12 yr. re.	-----	-----
Tenn.	8 yr. ed.	-----	-----	-----
Wash.	27 yr. ed.	-----	-----	7½ yr. ed.
Wis.	23 yr. ed.	-----	2 yr. ed.	-----

NOTE: Data for these tables have been taken from a copy of a 1937 survey by A. J. Phillips, executive secretary of Michigan Educational Association, filed in the office of N. M. E. A. executive secretary, Santa Fe. States other than those given here were not included in this copy.

TABLE VI (continued)

EXPERIENCE IN EDUCATION AND RESEARCH
OFFICIALS OF STATE TEACHER ASSOCIATIONS
IN VARIOUS STATES

State	Ex. Sec.	Editor	Mr. Research	Other
Ohio	22 yr. ed. 10 yr. re.	22 yr. ed.	22 yr. ed.	20 yr. ed.
Okla.	27 yr. ed. 10 yr. re.	27 yr. ed.	10 yr. ed.	10 yr. ed.
Pa.	40 yr. ed. 10 yr. re.	40 yr. ed.	24 yr. ed.	10 yr. ed.
S. D.	27 yr. ed.	27 yr. ed.	27 yr. ed.	27 yr. ed.
S. D.	20 yr. ed. 15 yr. re.	20 yr. ed.	20 yr. ed.	20 yr. ed.
Tenn.	13 yr. re. 13 yr. re.	13 yr. re.	13 yr. re.	13 yr. re.
Tenn.	8 yr. ed.	8 yr. ed.	8 yr. ed.	8 yr. ed.
Wash.	27 yr. ed.	27 yr. ed.	27 yr. ed.	27 yr. ed.
Wis.	23 yr. ed.	23 yr. ed.	23 yr. ed.	23 yr. ed.

NOTE: Data for these tables were taken from a copy of a 1937 survey by A. E. Feltz, executive secretary of Michigan Educational Association, filed in the office of R. E. A. executive secretary, Bureau of Education other than those given were not included in this copy.

CHAPTER V

FINANCIAL STATUS OF THE N. M. E. A.

I. PURPOSE OF THE CHAPTER

It is the purpose of this chapter to give a survey of the financial status of the N. M. E. A., including receipts and expenditures, and its present standing as an incorporated body.

II. RECEIPTS

It is to be regretted that the minutes of the N. M. E. A. have not been kept in such manner as to give a full account of the receipts and expenditures of the association since its organization. Nowhere in the association records, until the last few years, is there to be found a continuous statement concerning the financial conditions of the N. M. E. A. Apparently for the most part, no money had been received and none had been disbursed. Only an occasional comment is found relating to an expense or receipt.

Since the advent of the executive secretary the minutes have been kept in a thorough and business like manner, revealing the exact financial standing of the association. The following table shows the receipts of the

CHAPTER V

FINANCIAL STATE OF THE E. A.

I. PURPOSE OF THE CHAPTER

It is the purpose of this chapter to give a summary of the financial status of the E. A., including its assets and liabilities, and its present financial condition.

II. FINANCIAL STATE

It is to be regretted that the minutes of the E. A. have not been kept in such manner as to give a full account of the receipts and expenditures of the association since its organization. There is no record of the association until the last few years, as there is no record of the association's financial condition. The financial condition of the E. A. apparently for the last year, as far as the record received and none had been furnished. Only a few financial records are found in the files of the association. Since the advent of the executive committee, the minutes have been kept in a proper and business manner, revealing the exact financial status of the association. The following table shows the receipts of the

TABLE VII
RECEIPTS OF THE N. M. E. A. DISTRIBUTED
ACCORDING TO SOURCE

Re- ceipts	1931-32	1932-33	1933-34	1934-35	1935-36
Bal. on hand	\$ 405.04	\$ 0.00	\$ 730.48	\$ 3,805.15	\$ 813.93
Dues	9,333.00	7,165.10	11,056.50	10,134.00	10,614.00
Ad- ver- tis- ments	2,319.39	1,857.47	1,643.33	2,833.36	1,078.27
Inter- est	236.08	204.16	0.00	0.00	0.00

association during the years from 1931-32 to 1935-36 inclusive. The interest received by the association during the years 1931-32 and 1932-33 was from money which had been invested in U. S. bonds. These bonds were sold in preparation for the building of an association home.

III. EXPENDITURES

The following table reveals the expenditures of the N. M. E. A. for the years 1931-32 to 1935-36 inclusive. The comparatively large sum shown under investments is the result of the purchasing, by the association, of a land site and the building and furnishing of an association home. Traveling expense includes the expenses incurred by

REPORT OF THE
COMMISSIONER OF THE
BUREAU OF REVENUE
FOR THE YEAR 1931-32

Bel.	
on	
land	\$ 402.00
Deas	2,333.00
Ad-	
Ver-	
Dis-	
ment	2,310.33
Inter-	
est	236.05

association during the year 1931-32. The interest received on the bonds of the association during the year 1931-32 was \$2,310.33. The interest received on the bonds of the association during the year 1931-32 was \$2,310.33. The interest received on the bonds of the association during the year 1931-32 was \$2,310.33.

The following table shows the results of the investigation of the association during the year 1931-32. The results of the investigation of the association during the year 1931-32 are shown in the following table. The results of the investigation of the association during the year 1931-32 are shown in the following table. The results of the investigation of the association during the year 1931-32 are shown in the following table.

TABLE VIII
EXPENDITURES OF THE N. M. E. A. DISTRIBUTED
ACCORDING TO FUNCTION

Expen.	1931-32	1932-33	1933-34	1934-35	1935-36
Conven- tion \$	561.87	\$ 808.62	\$1,350.00	\$1,353.86	\$1,203.38
Salary ex. sec.	274.90	3,300.00	3,600.00	3,600.00	3,924.16
Travel- ing ex.	9.13	455.66	700.00	843.78	565.63
Office help	3.94	665.00	540.00	540.00	495.00
Postage	32.50	100.00	150.00	230.00	261.50
Invest- ments	0.00	100.00	100.00	186.71	6,317.08
<u>School</u> <u>Review</u>	1,509.50	1,199.96	1,571.00	1,728.00	1,817.00
Legis- lation	276.88	1,362.02	200.00	403.00	144.00
Office rent	0.00	240.00	240.00	240.00	150.00
Public- ity	0.00	130.00	0.00	200.00	0.00
Miscel- laneous	59.02	282.61	225.00	236.05	306.49

EXPENDITURES OF THE BUREAU OF REVENUE

Expend.	1951-52	1952-53	1953-54	1954-55
General	581.87	581.87	581.87	581.87
Salary	274.90	274.90	274.90	274.90
ex. sec.	3.13	3.13	3.13	3.13
Travel-	1.94	1.94	1.94	1.94
ing ex.	35.50	35.50	35.50	35.50
Office	0.00	0.00	0.00	0.00
help	1.00	1.00	1.00	1.00
Township	1.00	1.00	1.00	1.00
Invest-	1.00	1.00	1.00	1.00
ments	1.00	1.00	1.00	1.00
School	1,202.00	1,202.00	1,202.00	1,202.00
Salary	1,100.00	1,100.00	1,100.00	1,100.00
Legis-	0.00	0.00	0.00	0.00
lation	0.00	0.00	0.00	0.00
Office	0.00	0.00	0.00	0.00
rent	0.00	0.00	0.00	0.00
Public-	0.00	0.00	0.00	0.00
ity	0.00	0.00	0.00	0.00
Miscel-	50.00	50.00	50.00	50.00
aneous				

the president, executive secretary, and executive committee in discharge of their official association duties. The salary for executive secretary in 1935-36 was \$3,600. The increase in this amount as shown by the table was due to an exchange made in executive secretaries of the association including extra pay for an unexpired term.

Table IX at the close of this chapter gives the salaries of the employees of state teachers' associations of various states. An analysis of this table reveals the position of the N. M. E. A., in regard to this respect, as compared with the other states. Table X shows the membership, fees, and approximate expenditures for the various state associations.

TABLE IX
SALARIES OF EMPLOYEES OF STATE TEACHERS'
ASSOCIATIONS IN VARIOUS STATES

State	Editor	Dir. research	Field rep.	Stenographer
Ala.	\$----	\$-----	\$2,400	\$1,200-\$1,320
Ark.	420	-----	----	1,020
Calif.	5,200	1,500 ^a	3,000	1,320- 1,560
Col.	2,500	-----	----	1,500- 1,700
Conn.	450	-----	----	1,800
Fla.	----	-----	----	1,320
Ga.	----	-----	2,400	1,080- 1,200
Ida.	----	-----	----	1,320
Ill.	2,200 ^b	4,500	3,600	1,200- 1,800
Ind.	2,750 ^c	-----	----	1,200- 1,600
Iowa	2,000	-----	----	844- 1,400
Kan.	3,750	-----	----	720- 1,320
Ky.	----	-----	----	1,200- 1,620
La.	----	-----	----	1,680
Me.	----	-----	----	50¢ per hour
Mass.	----	-----	----	1,456
Mich. ^{d,e}	4,000	-----	3,000	1,140- 1,480
Miss.	----	-----	----	1,200- 1,500
Mo.	4,680	3,400	----	762- 1,620
Mont.	----	-----	----	1,020- 1,500
Neb.	1,320 ^f	2,400	----	720- 900
N. M.	----	-----	----	1,500

^a Plus expenses

^b Assistant

^c Editor also assistant secretary

^d Assistant editor \$2,640.00

^e Business representative \$3,600.00

^f Office manager, secretary to executive secretary, and assistant editor

TABLE IX (continued)
SALARIES OF EMPLOYEES OF STATE TEACHERS'
ASSOCIATIONS IN VARIOUS STATES

State	Editor	Dir. research	Field rep.	Stenographer
N. C.	\$-----	\$-----	\$-----	\$ 900-\$1,860
N. D.	-----	-----	2,100	1,200
Ohio	4,000	4,200	4,000	780- 1,550
Okla.	2,100 ^b	900 ^g	-----	960- 1,200
Ore.	-----	-----	1,200 ^g	-----
Pa.	2,992 ^b	6,500 ^h	-----	1,159- 2,373
S. C.	-----	-----	-----	1,200- 1,800
S. D.	2,900	-----	-----	720- 1,200
Tenn.	-----	-----	-----	780- 1,800
Tex.	1,980 ^b	2,700	-----	840- 1,680
Wash.	-----	-----	2,400 ^a	750- 1,800
W. V.	2,000 ^b	-----	2,400 ⁱ	1,500
Wis.	-----	3,000	-----	1,200- 1,920

^a Plus expenses

^b Assistant

^g Part time

^h Assistant executive secretary and director research

ⁱ \$2,400 plus travel allowance not to exceed \$1,200.00

TABLE IX (continued)

ANALYSIS OF EXPENSES OF STATE DEPARTMENTS
ASSISTANTS IN VARIOUS DIVISIONS

State	Director	Asst. Director	Asst. Secy.	Asst. Com.
Ala.	---	3,000	---	---
Ariz.	---	---	---	---
Ark.	---	---	---	---
Cal.	---	---	---	---
Col.	---	---	---	---
Conn.	---	---	---	---
Del.	---	---	---	---
Fla.	---	---	---	---
Ga.	---	---	---	---
Idaho	---	---	---	---
Ill.	---	---	---	---
Ind.	---	---	---	---
Iowa	---	---	---	---
Kan.	---	---	---	---
Kent.	---	---	---	---
La.	---	---	---	---
Maine	---	---	---	---
Mass.	---	---	---	---
Mich.	---	---	---	---
Minn.	---	---	---	---
Miss.	---	---	---	---
Mo.	---	---	---	---
Mont.	---	---	---	---
Nebr.	---	---	---	---
Nev.	---	---	---	---
N.H.	---	---	---	---
N.J.	---	---	---	---
N.M.	---	---	---	---
N.Y.	---	---	---	---

a. This expense

b. Assistant

c. Tent time

d. Assistant executive secretary and financial

e. Assistant

f. This travel allowance not reported in 1910

TABLE X

MEMBERSHIP, FEES, AND APPROXIMATE EXPENDITURES OF
STATE TEACHERS' ASSOCIATIONS IN VARIOUS
STATES FOR THE YEAR 1936-37

State	Membership	Fees	App. expen.	No. on staff
Ala.	?	\$1.50	\$?	4
Ark.	5,600	1.50	15,000	2
Calif.	34,852	3.00	90,796	15
Col.	8,872	3.00	30,000	4
Conn.	10,500	2.00	21,000	2
Fla.	9,800	2.00	25,000	3
Ga.	12,000	1.50	20,000	4
Ida.	4,385	2.00	?	2
Ill.	43,000	2.00	48,000	7
Ind.	16,000	?	48,000	4
Iowa	21,000	1.50	47,000	6
Kan.	17,200	2.00	68,725	8
Ky.	17,000	1.50	26,000	3
La.	11,000	2.00*	13,000	2
Me.	6,500	2.00	10,000	0
Mass.	20,500	.75	25,000	2
Mich.	32,000	**	100,000	13
Miss.	8,168	2.00	18,000	2
Mo.	23,500	2.00	?	8
Mont.	5,031	***	21,000	4
Neb.	12,000	2.00	30,000	6
N. M.	3,700	3.00	10,000	2
N. C.	15,600	2.00	52,200	6
N. D.	4,500	2.50	14,000	3
Ohio	39,900	2.00	70,000	7
Okla.	18,000	2.00	45,000	3
Ore.	5,000	2.00	10,000	2
Pa.	60,815	1.00	81,680	8

* \$1.00 for women, \$2.00 for men

** \$2.25 for those receiving \$1,000 or less; \$3.25 for those receiving more than \$1,000.00

*** Two-tenths of one per cent of annual salary

TABLE 2

MEMBERSHIP, FEES, AND APPOINTMENT EXPENDITURES OF
STATE TEACHERS' ASSOCIATIONS IN VARIOUS
STATES FOR THE YEAR 1916-17

State	Membership	Fees	App. expend.	Per cent of total
Ala.	2,600	\$1.50	?	4
Ark.	2,600	1.50	15,000	2
Calif.	34,852	3.00	30,000	15
Col.	8,872	3.00	30,000	14
Conn.	10,500	2.00	21,000	14
Fla.	2,800	2.00	25,000	14
Ga.	12,000	1.50	20,000	14
Ida.	4,382	2.00	?	14
Ill.	45,000	2.00	45,000	14
Ind.	16,000	?	48,000	14
Iowa	21,000	1.50	47,000	14
Kan.	17,200	2.00	65,725	14
Ky.	17,000	1.50	26,000	14
La.	11,000	2.00	15,000	14
Me.	6,500	2.00	16,800	14
Mass.	20,500	.75	27,000	14
Mich.	35,000	??	100,000	14
Miss.	8,168	2.00	16,000	14
Mo.	23,500	2.00	?	14
Mont.	2,031	??	21,000	14
Nebr.	12,000	2.00	20,000	14
N. H.	3,700	2.00	10,000	14
N. C.	12,600	2.00	26,000	14
N. D.	4,500	2.50	14,000	14
Ohio	30,000	2.00	30,000	14
Okl.	16,000	2.00	65,000	14
Ore.	5,000	2.00	10,000	14
Pa.	60,812	1.00	21,500	14

Two-tenths of one per cent of annual salary
those receiving more than \$1,000.00
\$2.25 for those receiving \$1,000 or less; \$2.25 for
\$1.00 for women, \$2.00 for men

TABLE X (continued)

MEMBERSHIP, FEES, AND APPROXIMATE EXPENDITURES OF
STATE TEACHERS' ASSOCIATIONS IN VARIOUS
STATES FOR THE YEAR 1936-37

State	Membership	Fees	App. expen.	No. on staff
S. C.	9,124	\$2.00	\$21,000	3
S. D.	7,300	1.50	15,000	3
Tenn.	15,002	1.00	20,000	?
Tex.	25,000	3.00	101,000	10
Wash.	10,833	****	33,000	5
W. V.	14,595	2.00	27,000	3
Wis.	20,000	2.00	43,880	6

Under \$1,000, \$1.50; \$1,000-\$1,249, \$2.00; \$1,250-\$2,249, \$2.50; \$2,250-\$2,999, \$3.00; \$3,000 or over, \$4.00

Cf. ante p. 50.

TABLE 2 (continued)

MEMBERSHIP, FEES, AND ASSOCIATION EXPENDITURES OF
STATE TEACHER ASSOCIATIONS IN VARIOUS
STATES FOR THE YEAR 1930-31

State	Membership	Fees	Avg. expen.	No. on staff
Ala.	20,000	2.00	\$2,800	6
Ariz.	14,392	2.00	\$2,878	3
Ark.	10,833	4.00	32,000	1
Cal.	28,000	2.00	104,000	10
Conn.	12,000	1.00	23,000	1
Del.	7,500	1.50	15,000	2
D.C.	2,124	\$2.00	\$41,000	1

Under \$1,000, \$1.50; \$1,000-\$1,200, \$2.00; \$1,200-\$2,500, \$2.50; \$2,500-\$5,000, \$3.00; \$5,000 and over, \$4.00.

cf. ante p. 20.

CHAPTER VI

ACTIVITIES OF THE N. M. E. A.

I. PURPOSE OF CHAPTER

The purpose of this chapter is to survey the principal activities in which the N. M. E. A. is engaged, and to consider these activities in comparison with the aims and objectives of the association, as well as with the aims and objectives of state teachers' associations as determined in the study by Granrud.¹

II. PRINCIPAL ACTIVITIES OF THE N. M. E. A.

An analysis of the expenditures of the association as shown by Table VIII partially reveals the principal activities of the association, namely, professional meetings and publication of the Review. Three other activities which, as yet, have not received sufficient impetus by the association to be termed principal activities but which are annually becoming of increasing importance in the eyes of the association are legislation, publicity,

¹ John Granrud, The Organization and Objectives of State Teachers' Associations (New York: Bureau of Publications, Teachers College, 1926), 71 pp.

CHAPTER VI

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¹ John Greenwood, The Organization and Objectives of State Teachers' Associations (New York: Bureau of Education, Teachers College, 1926), 71 p.

and research. Several miscellaneous activities have been carried on in the past, and are being carried on at the present time. This chapter deals only with the five most important activities: professional meetings, publications, legislation, publicity, and research.

Professional meetings. Probably the most important activity that has been conducted by the association is the professional meeting. The expenditures during the past five years, from 1931-32 to 1935-36, for this activity alone have been \$5,277.73.

Precise data concerning the attendance at the annual meetings during the last five years is not available; however, it is estimated by association officers that between sixty-five and seventy per cent of the teachers of New Mexico attend these meetings each year. At the present time the annual meeting has an average duration of three days, and consists of two main divisions, the general meetings and the sectional meetings. The educational council meeting is usually held the day preceeding the first general assembly.

1. General meetings. The general meetings, which are for all members of the association, give the inspiration which comes from the gathering together of a large group of people having a common interest. This assembling

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Purpose: Data concerning the attendance at the annual meetings during the last five years is not available; however, it is estimated by association officials that between sixty-five and seventy persons attend each year. New Mexico attends these meetings each year. At the time the annual meeting was an annual function of three days, and consisted of two sessions, the first at meetings and the second at luncheon. The annual meeting is now a half-day affair, consisting of the first general assembly.

1. General Assembly. The annual meeting, which are for all members of the association, give the members an opportunity to meet with the association together in a large group of people having a common interest. This assembly

of a large percentage of the teaching force of the state aids greatly in the unification of individual teachers into an organization which can apply concerted thought and action to the task of influencing the public for better education. At these assemblies attempts are made to foster proper educational ideals among the teachers, trends of the later progressive movements in education are discussed, and there is engendered a personal pride in the forward movements that have been made during the year, whether by groups, sections, or by the state as a whole.

The following Table gives a classification of the topics of discussion and the speeches which were delivered to those present at the general assemblies, at intervals of five years from 1905 to 1930, and annually from 1932 to 1937. This classification does not include the discussions and speeches which were delivered at the educational council meetings during the years represented. From this Table we find that a large percentage of the speeches have been concerned with topics of general educational value, which include inspirational subjects, general trends in educational movements, and modern classroom procedures. Second in value of the topics discussed, according to the number of speeches given, was the topic of special educational problems of New Mexico. Thus in the present time,

of a large percentage of the population of the country
also greatly in the educational field. It is
into an organization which has been organized
section to the work of the movement. It is
education. At these sessions, the work of the
proper educational field is being carried on.
The later progressive movement is a movement
and there is an emphasis on the work of the
movements that have been made. It is the work of the
groups, sections, or in the field of the work.
The following is a list of the work of the
topics of discussion of the work of the
to those present at the sessions. It is a list
of five years from 1932 to 1937. It is a list
1937. This classification is a list of the work of the
alone and speeches which were given at the sessions.
council meeting during the sessions. It is a list
Table we find that a large number of the work of the
been connected with the work of the sessions. It is a list
which include important work. It is a list of the work of the
educational movements. It is a list of the work of the
Second in value of the work of the sessions. It is a list
number of speeches given at the sessions. It is a list
tional projects of the sessions. It is a list of the work of the

TABLE XI

CLASSIFICATION OF THE TOPICS OF DISCUSSION IN THE
GENERAL SESSIONS OF THE N. M. E. A.
FROM 1905 TO 1937

Year	General topics on education	Special N. M. problems other than curric.	Curric- ulum discus.	Miscel- laneous discus.
1905	73.33%	0.00%	26.67%	0.00%
1910	27.27	27.27	36.36	9.09
1915	57.14	14.28	14.28	14.28
1920	71.42	0.00	14.28	14.28
1925	66.66	11.11	22.22	0.00
1930	25.00	13.05	11.95	50.00
1932	75.00	12.50	0.00	12.50
1933	70.00	30.00	0.00	0.00
1934	87.50	12.50	0.00	0.00
1935	66.66	22.22	0.00	11.11
1936	54.54	9.09	9.09	27.27
1937	35.72	28.57	14.22	21.49

TABLE XI
CLASSIFICATION OF THE TOPICS OF DISCUSSION IN THE
GENERAL SESSIONS OF THE N. E. A.
FROM 1902 TO 1937

Year	General topics on education	Special N. E. A. problems other than curricula	Curricula	Miscellaneous
1902	77.37	0.00	52.87	0.00
1910	57.27	27.27	38.38	2.00
1915	57.14	14.28	14.28	14.28
1920	71.42	0.00	14.28	14.28
1925	66.66	11.11	38.38	0.00
1930	65.00	15.00	11.35	20.00
1932	75.00	12.50	6.00	12.50
1933	70.00	30.00	6.00	0.00
1934	67.50	12.50	0.00	0.00
1935	66.66	22.22	0.00	11.11
1936	54.54	9.09	0.00	27.27
1937	55.75	28.57	14.28	21.42

as in the early history of the association, we find topics of teacher knowledge and inspiration taking precedence over state educational problems in the plans for the association program. It may be worthy of note that the program for the last two years, as represented in this table, shows a decided increase in special New Mexico problems and curriculum discussions.

2. Sectional meetings. From an analysis of the past programs for the annual sessions of the N. M. E. A. it may be seen that the sectional meetings have gained increasing favor with the members of the association. These meetings with their programs cover an extended range of specializations, such as superintendents' sections, both city and county, those for primary, intermediate and rural teachers, and high school sections with special meetings for those interested in art, music, science, history, vocational work, etc. A constitutional rule requiring permission from the executive committee governs the organization of new sections. There have been many arguments pro and con in relation to the increasing amount of specialization in the state meetings. However, they have remained popular with a large percentage of the association members. This is evidenced by the fact that during the past few conventions there have been more re-

as in the early history of the association, as far as
of teacher knowledge and inspiration taking precedence
over state educational problems in the plans for the as-
sociation program. It may be worthy of note that the pro-
gram for the last two years, as represented in this study,
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history, vocational work, etc. A constitutional rule re-
quiring participation from the executive committee covering
the organization of new sections. There have been many
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of specialization in the state meetings. However, they
have remained popular with a large percentage of the
association members. This is evidenced by the fact that
during the past few conventions there have been more re-

quests for special divisions than ever before in the history of the association. An analysis of the programs of the sectional meetings shows that, for the most part, the material planned for these meetings deals principally with problems which are of interest to the particular group rather than to the association as a whole. Each convention day being divided into three sessions, the customary procedure is to devote the morning sessions to sectional meetings and the afternoons and evenings to general assemblies and entertainments.

Figure 1 on the following page shows the increase in popularity of the sectional meetings, in periods of five years, from 1905 to 1935.

The educational journal. The state teachers' association journal for New Mexico is known as the New Mexico School Review. This magazine has been the official organ of the association since 1921. It is not financially independent of the association, as is so often thought. All monies concerning the Review and the association are deposited with the treasurer of the association. Fifty cents from each of the three dollar membership dues is set aside to be used in defraying the journal expense. Should this sum not be sufficient an order may be drawn upon the treasury. In like manner should there be an ex-

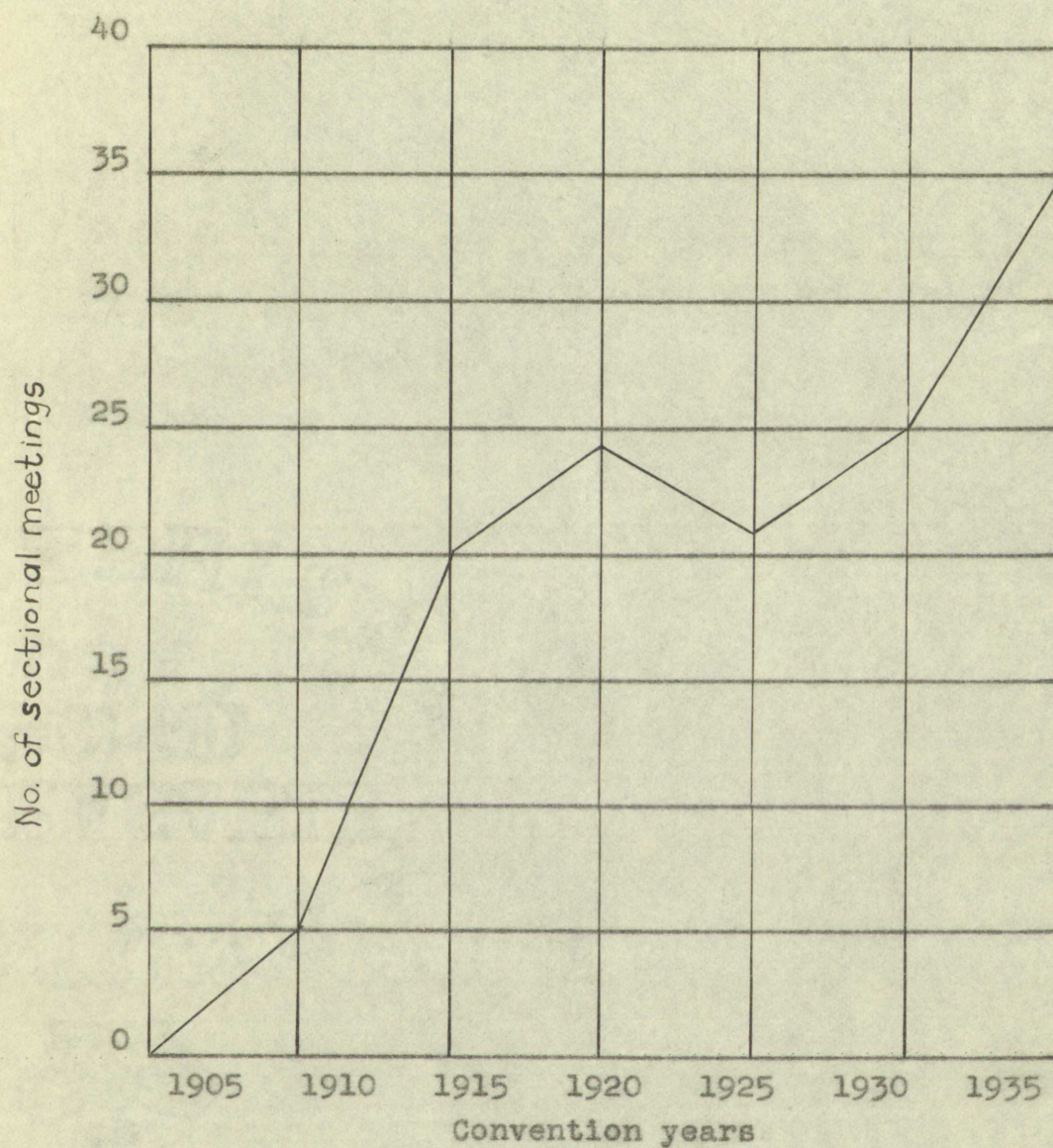


FIGURE 1

NUMBER OF SECTIONAL MEETINGS INCLUDED IN THE
N. M. E. A. PROGRAMS FROM 1905 TO 1935

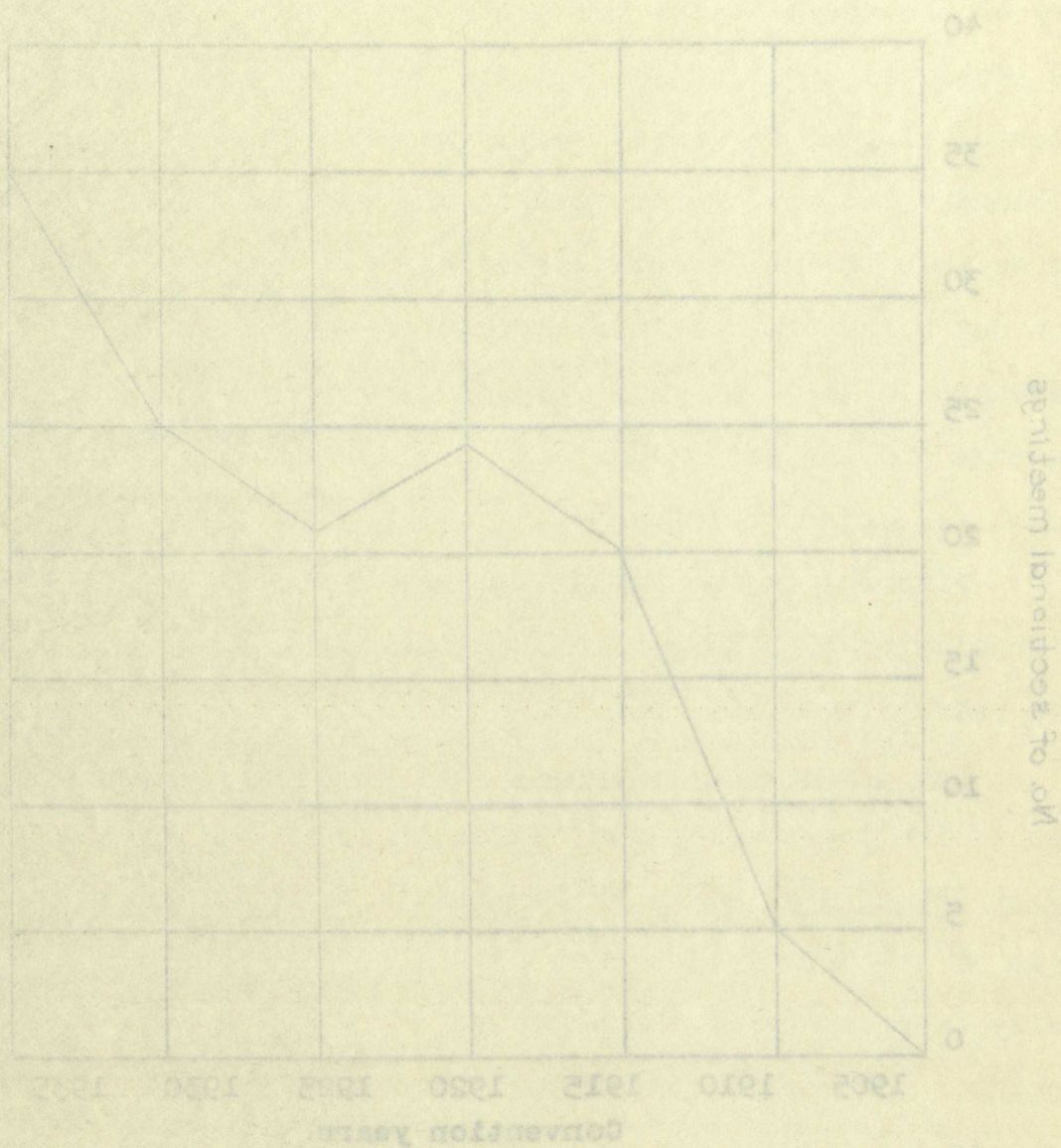


FIGURE 1

NUMBER OF SECTIONAL MEETINGS INCLUDED IN THE
N. W. E. A. PROGRAM FROM 1905 TO 1935

cess over and above the journal expense the amount in excess reverts to the N. M. E. A. treasury.

From the Table of expenditures given on page 53 it may be noted that the expense of the publication of the Review is second only to that of the salary for the executive secretary. The publication expense is justifiable in that it is the one agency through which the individual members of the association can be most easily reached.

There is no official connection between the Review and the state department of education. However, there is maintained a feeling of cooperation and mutual benefit between the N. M. E. A. and the department of education. It is not an uncommon practice for the state department to have assigned for its use a page in each issue of the magazine.

1. Objectives of the School Review. Table XII presents an analysis of the amount of space (determined by column inches used) which was devoted to the various phases of education in the volumes of the New Mexico School Review which were published during the years 1923-24 and 1936-37. From the study made by Dr. Granrud² in 1923-24 it was determined that the Pennsylvania School

²

Loc. cit., p.59.

cess over and above the federal income tax return in the
cess returns to the U. S. Treasury.
from the table of expenditures given on page 11
may be noted that the extent of the expenditure of the
review is second only to that of the report for the year
ative secretary. The position of the review is
in that it is the one agency through which the individual
members of the association can be kept in touch with
There is no official connection between the review
and the state department of education. However, there is
maintained a feeling of cooperation and mutual assistance
between the U. S. and the state department of education.
It is not an unusual practice for the state department to
have assigned for the day a staff in each branch of the
state.

1. Department of the Interior.
presents an outline of the work of the department
column under the heading "Department of the Interior"
phase of education in the United States.
School Review also has a column under the heading "School Review"
14 and 1936-37. From the year 1937 to 1940, the
1937-38 it was assigned to the Department of the Interior.

TABLE XII

ANALYSIS OF THE PENNSYLVANIA SCHOOL JOURNAL FOR 1923-24
 AND OF THE NEW MEXICO SCHOOL REVIEW FOR 1923-24
 AND 1936-37 IN TERMS OF THE AMOUNT OF SPACE
 DEVOTED TO VARIOUS PHASES OF
 EDUCATION

Topics	Percentage of total space			
	Pennsylvania 1923-24		New Mexico 1923-24	1936-37
Index -----	2.44	----	6.00	--- 3.07
Associations				
State				
Legislation -----	.44	----	.80	--- 2.56
Meetings and reports -----	8.79	----	12.16	--- 5.80
National -----	3.22	----	.23	--- 4.60
Teachers				
Institutes -----	.61	----	.35	--- 4.18
P. T. A. -----	.70	----	1.27	--- .08
Qualifications -----	.25	----	.35	--- 0.00
Salaries -----	.19	----	.80	--- 1.00
General topics -----	1.76	----	.35	--- 2.64
Gen. school news -----	15.47	----	5.05	--- 2.64
Curriculum -----	7.62	----	9.06	--- 16.10
Vocational ed. -----	3.41	----	16.77	--- 6.65
State dept. -----	2.53	----	.12	--- 3.58
School boards -----	.44	----	0.00	--- .08
Superintendents -----	.41	----	0.00	--- 0.00
Libraries -----	1.69	----	0.00	--- 1.34
School buildings -----	.44	----	.12	--- 0.00
School lands -----	.84	----	.22	--- 0.00
Unclassified discussion				
educational topics ---	14.00	----	6.77	--- 13.54
Non-educational				
poems and jokes -----	1.84	----	1.61	--- 6.74
Miscellaneous -----	.84	----	.57	--- 3.75
Advertising -----	31.00	----	34.20	--- 22.34
Editorials -----	1.34	----	3.22	--- 1.68

TABLE VII

ANALYSIS OF THE FINANCIAL RECORDS OF THE
AND OF THE REVENUE FOR 1935-36
AND 1936-37 IN THE
DEPARTMENT OF FINANCE
BUREAU

Topic	1935-36	1936-37	Percentage of total
Index	100	100	100
Associations	100	100	100
State	100	100	100
Legislation	100	100	100
Measures and	100	100	100
Reports	100	100	100
National	100	100	100
Teachers	100	100	100
Institutions	100	100	100
F. T. A.	100	100	100
Qualifications	100	100	100
Salaries	100	100	100
General topics	100	100	100
Gen. agricultural	100	100	100
Christianity	100	100	100
Vocational ed.	100	100	100
State budget	100	100	100
General topics	100	100	100
Superintendence	100	100	100
Finance	100	100	100
School buildings	100	100	100
School lands	100	100	100
Unaffiliated classification	100	100	100
Educational topics	100	100	100
Non-educational	100	100	100
General and other	100	100	100
Classifications	100	100	100
Administrative	100	100	100
Statistics	100	100	100

Journal was one of the very best association journals published at the time. For this reason an analysis of the content of the Pennsylvania School Journal for 1923-24 is included in Table XII.

This Table shows that 25.41 per cent of the space in the Review for 1936-37 is given over to indices, advertisements, etc. Association affairs such as legislation, meetings and reports, and N. E. A. news occupy 13 per cent. To the discussion of salaries, qualifications, and general topics concerning teachers is devoted 50.45 per cent. Curriculum and vocational work occupy 22.75 per cent. Five per cent is given to administration discussions and unclassified educational material occupies 13.54 per cent.

Judging from the amount of space devoted to the various items, the chief purpose of the Review is to publish news concerning general topics of interest to teachers, such as salaries, qualifications, and general school news. Curriculum and vocational work is second in importance. In consideration of the state wide activity in the field of curriculum revision it is to be judged that the Review is making an effort to cooperate and contribute along this line of development.

In discussion of what the chief function of the school journal should be Granrud says:

Journal was one of the very best...
listed at the time...
content of the Journal...
included in Table 1...
This table shows that...
in the Review...
essentials, and...
meetings and...
To the discussion of...
topics concerning...
Discussion and...
five per cent...
unclassified...
relating to...
various items...
fish have...
and...
new...
ance...
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Review is...
along with...
is this...
school...
school...

The superintendents and association officers who ranked the association objectives believe that the chief purpose for which an association exists is to formulate and advance a definite program for educational betterment in the state. If this is so, the chief function of a journal should be to aid in the formulation and promotion of this program. To increase the general educational knowledge of teachers and to present interesting educational news are important functions of a journal; but its chief function is to purposefully aid the association in carrying through its program.³

Legislative activity. The N. M. E. A. has been interested in the making and changing of school laws. Following the organization of the association, one of the first points considered was the appointment of a school superintendent, the appointment to be considered from a non-political and unbiased point of view. This is still a point under discussion by the association at the present time. In the early days efforts were made to bring about needed legislation by means of selecting so-called "strong" county superintendents who were to appear before the state legislature with well perfected plans concerning the educational needs of the state. This plan failed in bringing about the desired results. At the present time there is a committee on legislation composed of five members, one to be appointed each year by the incoming president. It is

³ John Granrud, The Organization and Objectives of State Teachers' Associations (New York: Bureau of Publications, Teachers College, 1926), p. 41.

the purpose of this committee to present to the association resolutions concerning needed state school legislation. The resolutions which are adopted by the N. M. E. A. are then drawn up in bill form under the auspices of the committee on legislation and with the aid of an attorney. These bills are then given to the chairman of the sub-committee on education, of the general legislative committee of the governor, in an attempt to have them placed before the state legislature.

This is a procedure that has been but recently practiced by the association and for this reason the direct results of such procedure can not be definitely traced at present. However, it is generally true that in a democracy consolidated thought and action will eventually produce a decided influence upon public opinion. During the last decade the association has taken an increasing interest in the educational system of the state. Realizing that the time has come when self sacrifice is no longer a virtue the N. M. E. A. has taken definite steps by means of its legislative committee to exert power when and as occasion demands.

Publicity. The field of publicity is a field long neglected by the association. No definite publicity program has been employed by the organization. An occasional

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committee in its work. The committee is composed of the
A. and is then drawn up in bill form under the signature of
the committee on legislation and then the bill is
attorney. These bills are then given to the chairman of
the sub-committee on education of the general legislative
committee of the Governor, in an attempt to have them
placed before the state legislature.

This is a procedure that has been out standing
practiced by the association and for this reason the
need for a new procedure can not be definitely
argued at present. However, it is generally true that in
a democracy consultation through and action with every
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and as occasion demands.

Publicity. The field of publicity is a field long
neglected by the association. No definite publicity pro-
gram has been adopted by the organization. An occasional

engrossing need for improvement in educational conditions during the early years of the association elicited a small amount of publicity concerning the desires of the N. M. E. A. Many educational movements of that period may be traced directly as the effects of this attempt to employ publicity as an aid in securing needed changes. The research student of today finds little evidence to show that effective action is being taken by the N. M. E. A. toward securing the cooperation of the association with every group of citizens for the promotion of public good. The program and policies of the association are often made known to the teachers by means of the School Review. No definite method has been adopted by which the public may become acquainted with these same policies. Only during the early years of the association and again during the last few years has a program which might be termed of a definite and continuous nature been adopted by the N. M. E. A. At the present time publicity concerning this program is not adequate in that many teachers do not possess knowledge concerning its existence and it is practically unknown to the public at large.

Research. In 1929 the N. M. E. A. executive committee selected a research committee to make a study and report of conditions concerning the public school lands

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any of the other parts of the machine or the
amount of material required for the work.
I. A. and the other parts of the machine
traded directly with the other parts of the
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of New Mexico. In a period of two years this committee, under the leadership of J. R. McCollum, gained valuable information and effected a saving of \$37,616.63 to be added to the permanent school fund. Other research committees have been formed for the purpose of studying educational problems and acquiring and presenting information and recommendations to the N. M. E. A. Among these have been committees on school finance, school legislation, curriculum revision, teacher tenure and salary, textbooks, and various others pertaining to the educational problems of New Mexico.

Research is an activity which but recently has been adopted by the N. M. E. A. Its importance has been scarcely recognized. Upon this activity will depend, in large measure, the legislative and publicity programs of the association. The incorporation of this activity into the organization of the association is symbolic of the desire of the N. M. E. A. to concentrate its efforts upon the improvement of the educational system of New Mexico.

of new texts. In a period of two years this committee
under the leadership of J. H. Johnson, has been
information and a study of the situation in the
added to the present school fund. These reports have
mistake have been found for the purpose of the
educational system and conducting and presenting infor-
tion and recommendations to the U. S. A. Among these
have been considered an actual financial, legisla-
tion, curriculum revision, teacher salary and salary,
textbooks, and various others pertaining to the educa-
tional progress of the nation.

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adapted by the U. S. A. for importance has been
seriously recognized. Upon this activity will depend, in
large measure, the initiative and public opinion of
the association. The incorporation of this activity into
the organization of the association is a symbol of the
desire of the U. S. A. to concentrate the efforts upon
the improvement of the educational system of the nation.

CHAPTER VII

CONCLUSIONS

The following conclusions may be drawn from the data presented in this study.

1. The New Mexico Educational Association was organized by the leading educators of New Mexico for the purpose of improving the educational conditions of the state. It was the desire of these educators that unselfish and non-partisan methods be employed in conducting the affairs of the association.

2. The N. M. E. A. has been of aid in the raising of standards for the educational system of New Mexico. Two methods have been employed by the association in accomplishing this work: recommendations to state legislatures that teacher qualifications be improved; and encouragements to teachers that efforts be made to meet each new requirement in the shortest time possible.

3. Throughout the entire history of the association efforts have been made to enlist the interest and the enrollment of all the New Mexico teachers.

4. During the past decade there has been a very rapid growth in the membership of the N. M. E. A. and in

the 1st of January 1900
presented a petition
I. The Board of Health
sanctioned by the Board of Health
purpose of improving the health of the
state. It was the purpose of the Board of Health
and non-partisan in character and
affairs of the state.
The Board of Health was organized
of members of the Board of Health
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now require that the Board of Health
The Board of Health was organized
tion of the Board of Health
enrollment of the Board of Health
4. The Board of Health was organized
which is the purpose of the Board of Health

the attendance at the annual association meetings.

5. The aims of the association today are the same as of former years, that of the improvement of the educational conditions of New Mexico. However, the conditions and specific problems for solution are different.

6. By establishing the office of executive secretary a forward step has been taken toward the placing of the N. M. E. A. on an equal basis with the practice of other state associations.

7. Only since the establishment of the office of executive secretary have the financial records been kept in such manner as to give a full account of the financial standing of the association.

8. The principal activities of the N. M. E. A. are professional meetings and the publication of the educational journal. Other activities in which the association recently has become interested are legislation, publicity, and research.

9. The sectional divisions of the general meetings have become popular with the members of the association.

10. The chief purpose of the New Mexico School Review is to publish news concerning topics of general interest to teachers, such as qualifications, salaries, and general state school news. In this the Review is

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defective, according to the study made by Granrud, in which it was determined that the chief purpose of an educational journal should be to aid in the carrying out of the association policies and program.

defective, according to the study made by ...
which it was determined that the ...
national journal should be ...
the association policies and ...

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APPENDIX

ALBANY

APPENDIX

CONSTITUTION OF THE NEW MEXICO EDUCATIONAL ASSOCIATION

ARTICLE I. -- Name

The name of this organization shall be the New Mexico Educational Association.

ARTICLE II. -- Object

The object of this association shall be; (1) to elevate the profession of teaching; (2) to secure effective cooperation of all agencies for improving the schools; and (3) to promote the educational interests of New Mexico.

ARTICLE III. -- Membership and Membership Fees

There shall be two kinds of memberships in this association; active memberships and associate memberships.

The membership fee for the active membership shall be \$3.00. All persons actively engaged in school work in this state, shall enroll in the association as active members when joining the association.

The membership fee for the associate membership shall be \$1.50. All persons not actively engaged in school work in this state, shall enroll as associate members when joining the association.

ARTICLE IV. -- Officers

The officers of the association shall be a president, a vice-president, a secretary, a treasurer, a transportation secretary, a local manager, and an executive committee composed of six members who shall acquire their respective offices in the manner herein after provided.

ARTICLE V. -- President

The president shall perform the usual duties of a presiding officer. He shall appoint the committees pro-

The name of this organization is the
Mexico Educational Association

The purpose of this organization is to
elevate the standard of education in
five countries of the Western Hemisphere
and (2) to promote the educational

There shall be one (1) president and
associates, and one (1) secretary and
associates. The president shall be elected
for a term of one (1) year. The president
shall be elected by the members of the
association. The president shall be the
chief executive officer of the association
and shall be responsible for the
conduct of the association.

The officers of the association shall be
elected by the members of the association
for a term of one (1) year. The officers
shall be elected by the members of the
association at a meeting of the association
held for that purpose.

The president shall be the chief executive
officer of the association and shall be
responsible for the conduct of the
association.

vided for in this constitution. He shall assist and advise with the executive committee, provide for the various addresses, papers, and discussions of the general programs. He shall countersign orders drawn on the treasurer.

ARTICLE VI. -- Vice-President

The vice-president shall preside in the absence of the president and shall perform the other duties of the president whenever the office of the president becomes vacant. He shall assist the president in conducting the meetings of the association.

ARTICLE VII. -- Executive Secretary

The secretary shall be chosen by the executive committee. He shall devote such time to the affairs of the N. M. E. A. and perform such duties as the executive committee may determine. He shall furnish bond, if required by the executive committee.

ARTICLE VIII. -- Treasurer

The treasurer shall receive and keep all funds of the association and shall pay them out on the order of the association, or the executive committee, when such orders are signed by the secretary and countersigned by the president. He shall furnish such bonds as the executive committee shall require and be subject to the direction of the executive committee in all matters relating to the funds of the association.

ARTICLE IX. -- Executive Committee

The members of the executive committee shall consist of the president of the association, who shall be chairman of the committee, the State Superintendent of Public Instruction, the immediate past-president and four other members of whom one shall be elected each year for a term of four years except that in 1930 there shall be one member elected for three years and one member for four years, the four year member to take office only on condition that this amendment is adopted. The executive committee shall conduct, manage, and control the affairs and business of the association between its annual meetings, advise and assist the president in planning the general program and fill vacancies in office, where officers are

elected by the association, until the next annual meeting of the association. Four members of the executive committee shall constitute a quorum for the transaction of business, provided that an affirmative vote of this number shall be necessary to pass any measure. Meetings of the committee may be called by the president at his discretion or upon request of two members of the committee, but the payment from the treasury of the association for the expenses of holding such meetings may not exceed \$300.00 in any one year.

ARTICLE X. -- Election

All other officers shall be nominated at the first or second business session of the association. They shall be elected by ballot, each properly registered member being allowed to cast his ballot by placing it in a ballot box. The election shall be held under the supervision of a special committee nominated by the president and approved by the association at its first business session. The person receiving the highest number of votes shall be declared elected. The transportation secretary and the local manager shall be appointed by the executive committee.

ARTICLE XI. -- Term of Office

The term of office of all officers shall commence thirty days after the date of the annual election and continue until thirty days after their successors have been elected at the next annual meeting. The term of office for the members of the executive committee, whose term of office begin or end for any current year shall so terminate or begin at the same date as that of the president.

ARTICLE XII. -- Council

The council shall be the legislative body of the association with power to transact all business of the association except as herein elsewhere provided.

Membership

(a) The State Superintendent of Public Instruction; one member of the state board of education, appointed by

the state board; the president of each educational institution supported entirely or in part by public funds; superintendent of city, town, or other schools in which the teaching force numbers twelve or more; and county superintendents shall be ex-officio members of the council.

(b) Each city or town; each educational institution; each county may elect one representative for each twenty-five or major fraction thereof in excess of twelve. *

(c) Election of such representatives shall take place not later than October 15 and shall be under the direction of the president, city superintendent, or county superintendent, as the case may be, who shall send immediately to the secretary a certified list of such representatives.

(d) No person shall be a member of the council who has not paid all dues and assessments for the current year and who is not an active member of the teaching profession of New Mexico.

(e) Twenty-five members of the council shall constitute a quorum.

Vacancy. Any vacancy at the time of the annual meeting shall be filled by the executive committee upon recommendation of the president of the educational institution, or superintendent of city, town, or county in which such vacancy exists.

Officers. The officers, a president, a vice-president, and a secretary shall be elected for one year and until their successors are elected and qualified.

Program. The president provides the program; members may propose subjects which must be submitted to the council for discussion. The discussion is open to all members of the council.

Rules of Order. Roberts Rules of Order shall govern all parliamentary questions.

*

These two apparently conflicting sections (a and b) were interpreted by the council in November, 1922, to mean that county, city, and town superintendents, and institution heads are ex-officio members as the first representatives of their units of twelve or more members of the association. Section (c) makes them also chairman of their unit.

The state board of health is composed of seven members, one of whom is the governor. The board is authorized to make and enforce regulations for the health of the state. It is also authorized to make and enforce regulations for the health of the state.

(b) The board of health is authorized to make and enforce regulations for the health of the state. It is also authorized to make and enforce regulations for the health of the state. It is also authorized to make and enforce regulations for the health of the state.

(c) The board of health is authorized to make and enforce regulations for the health of the state. It is also authorized to make and enforce regulations for the health of the state. It is also authorized to make and enforce regulations for the health of the state.

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(f) The board of health is authorized to make and enforce regulations for the health of the state. It is also authorized to make and enforce regulations for the health of the state. It is also authorized to make and enforce regulations for the health of the state.

(g) The board of health is authorized to make and enforce regulations for the health of the state. It is also authorized to make and enforce regulations for the health of the state. It is also authorized to make and enforce regulations for the health of the state.

ARTICLE XIII. -- Standing Committees

The standing committees of the association with their duties, shall be as follows:

(1) An auditing committee, of two members, not the members of the executive committee.

(2) A committee on necrology, of three members, whose duty it shall be to ascertain the names of New Mexico educators who have died during the year and to report such brief obituaries as may seem appropriate.

(3) A committee on resolutions, of five members, who shall report such resolutions as may seem wise and expedient.

(4) A committee on legislation, of five members, who shall forward such action by the state legislature as may advance the interest of education. This committee shall make an annual report.

Within thirty days after each annual meeting the president-elect shall file with the secretary of the association a written list comprising the names of all members of the auditing committee, the committee of necrology, and committee on resolutions, and the term of office of the members of these committees shall be contemporaneous with that of the president from whom they receive the appointment.

The president-elect shall also within thirty days after each annual meeting file with the secretary the name of one member of the committee on legislation for a term of three years. Provided, that the first president-elect after the adoption of this constitution shall appoint one member of the committee of legislation for three years, one member for two years, and one for one year. The president of the association and the secretary of the association shall be members of the committee on legislation. The committee shall choose its own chairman.

ARTICLE XIV. -- Vacancies in Office

Any office shall be considered vacant whenever an officer moves from the state of New Mexico or for other reasons which commonly operate to produce a vacancy.

ARTICLE XV. -- Financial

No money shall be paid out of the treasury by the association except after being duly authorized by the

executive committee or by the association. Any resolution or motion involving the appropriation of money by the association shall be presented at least one day before being acted upon.

ARTICLE XVI. -- Section Meetings

The executive committee shall annually provide for such department or section meetings as it shall deem wise, and no department or section shall be organized or provided for unless first authorized by the executive committee.

ARTICLE XVII. -- Place of Meeting

The place of meeting shall be nominated at the first or second business meeting and shall be decided by ballot in the same manner as provided for the election of officers in Article X. In event that the executive committee finds that it will be impossible for the place selected to entertain the association, the executive committee shall be authorized to change the place of meeting.

ARTICLE XVIII. -- Business Session

In preparing the annual program the executive committee shall provide for at least two business sessions on different days, which business sessions shall be scheduled in the printed program.

Fifty members shall constitute a quorum for the transaction of business for the association.

ARTICLE XIX. -- Amendments

This constitution may be altered or amended by two-thirds affirmative vote of the members present at the business session or any annual meeting, but such proposed amendments must be submitted in writing and read before the association at the first or second business session. It shall then be voted upon by ballot, each properly registered member placing his ballot in the ballot box provided for the election of officers and under the supervision of the same election committee provided for in Article X.

executive committee or by the association. Any resolution or action involving the expenditure of money or the sale of association shall be presented and approved by the executive committee.

ARTICLE VII -- Officers and Directors

The executive committee shall consist of five members and no department or committee shall be created without the approval of the executive committee. The executive committee shall have the right to elect or appoint any person to any office or position in the association.

ARTICLE VIII -- Election of Officers

The place of meeting shall be held at the place of the first or second business meeting and shall be held at the place of the association. The executive committee shall have the right to elect or appoint any person to any office or position in the association.

ARTICLE IX -- Election of Directors

The executive committee shall have the right to elect or appoint any person to any office or position in the association. The executive committee shall have the right to elect or appoint any person to any office or position in the association.

ARTICLE X -- Amendments

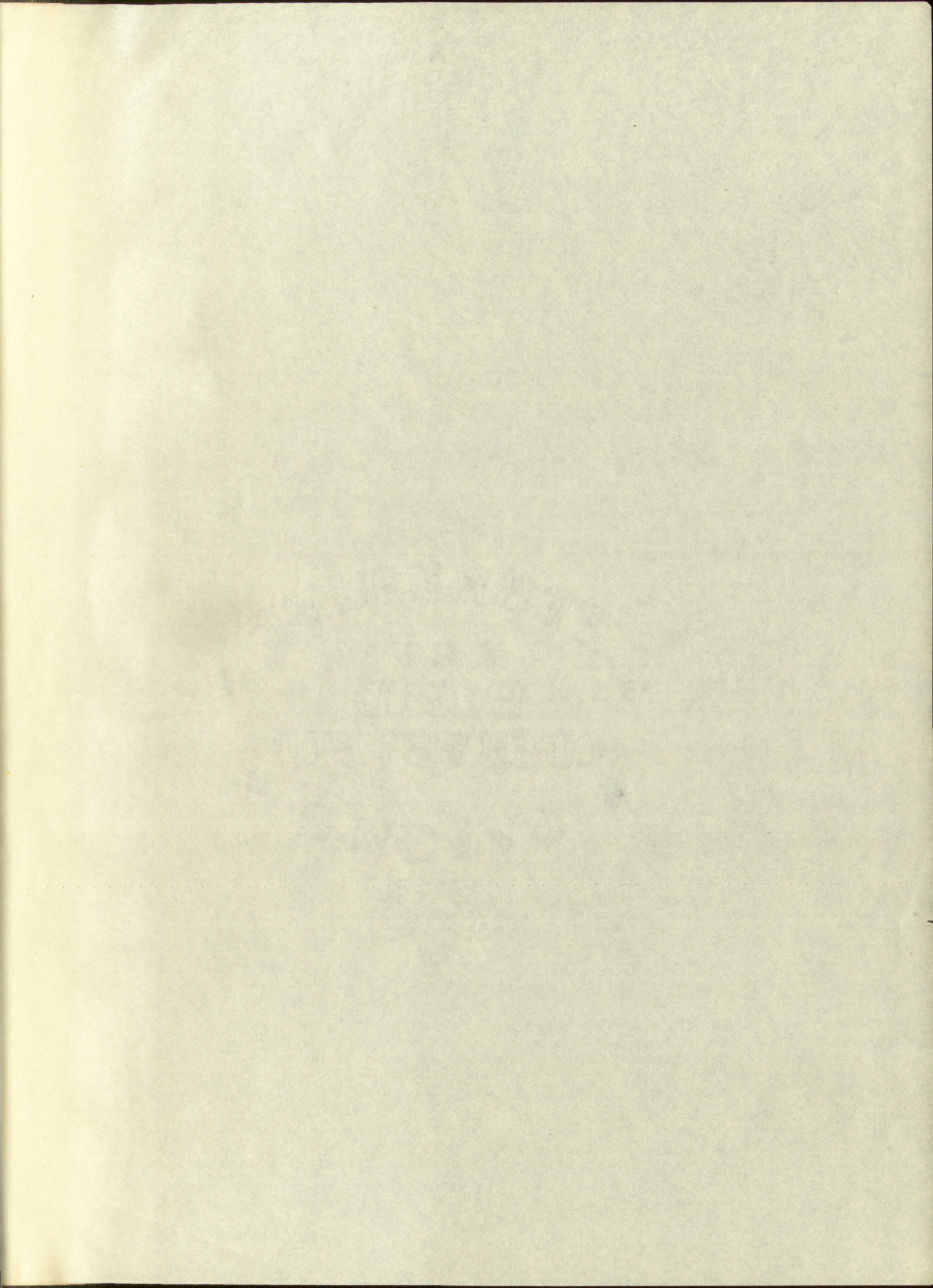
This constitution may be amended or changed by the association. The executive committee shall have the right to elect or appoint any person to any office or position in the association. The executive committee shall have the right to elect or appoint any person to any office or position in the association.

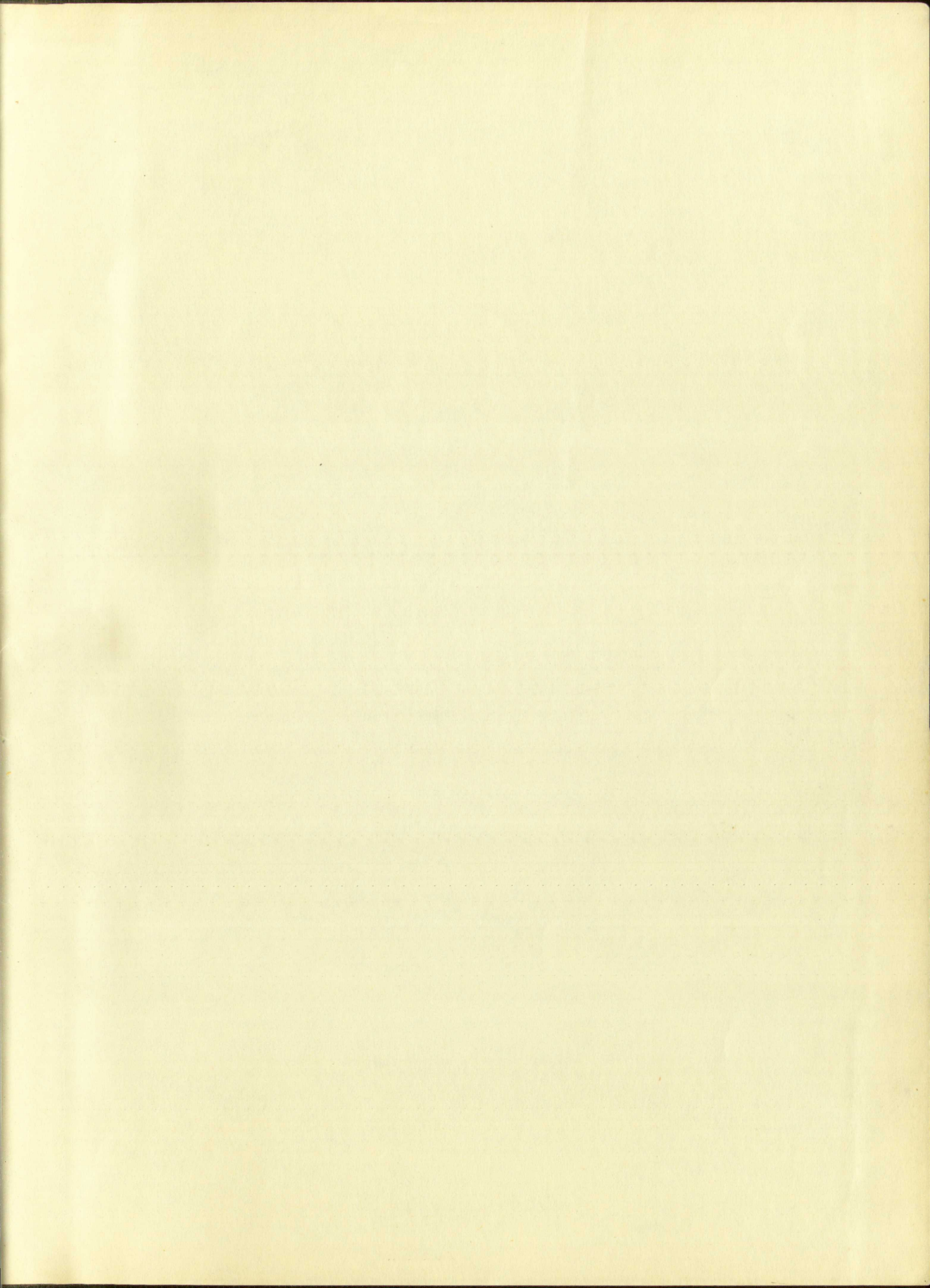
ARTICLE XX. -- Immediate Effect

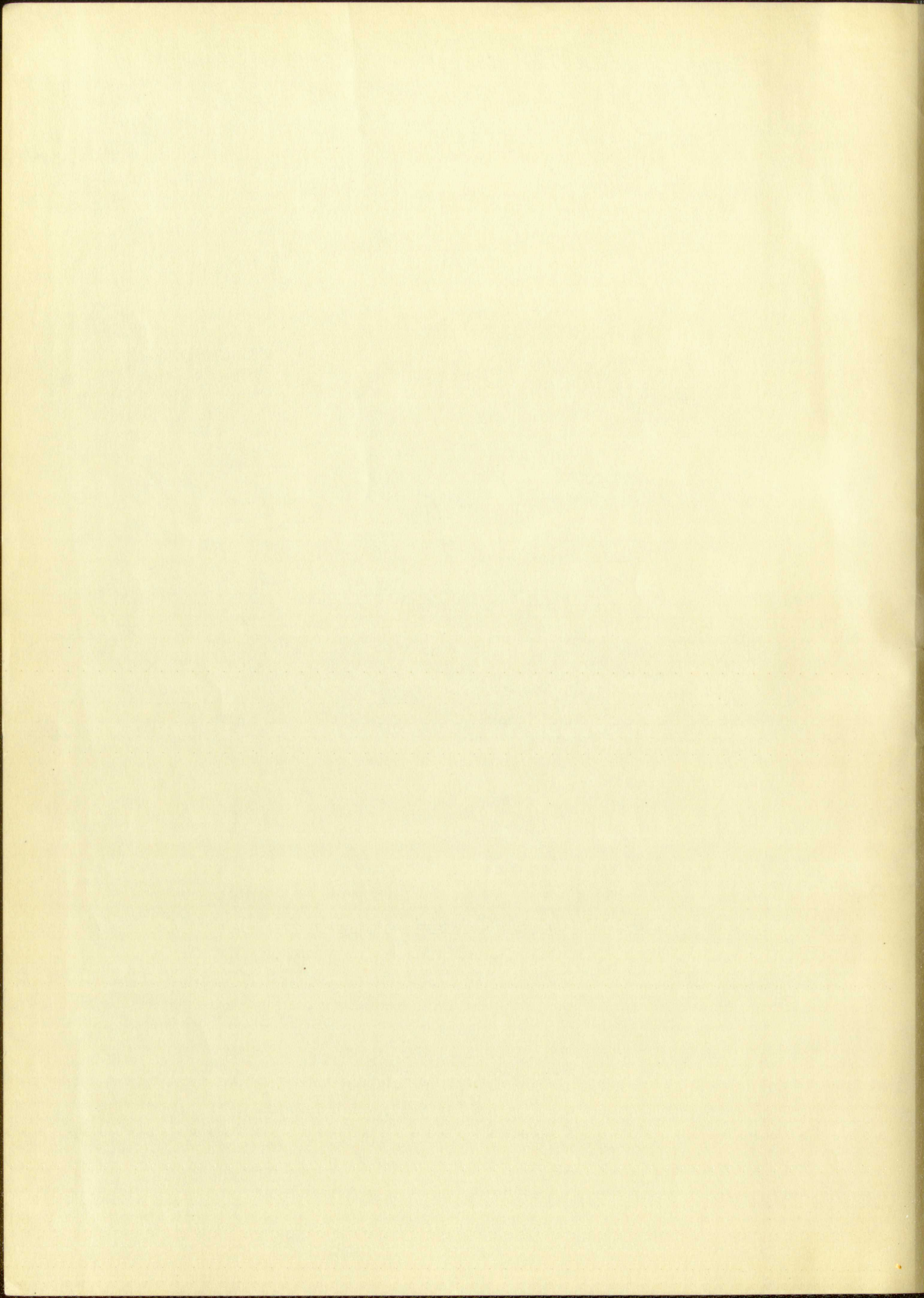
This constitution shall take immediate effect, but nothing herein contained shall be construed as rendering vacant the office filled according to the provisions of the constitution heretofore in force.

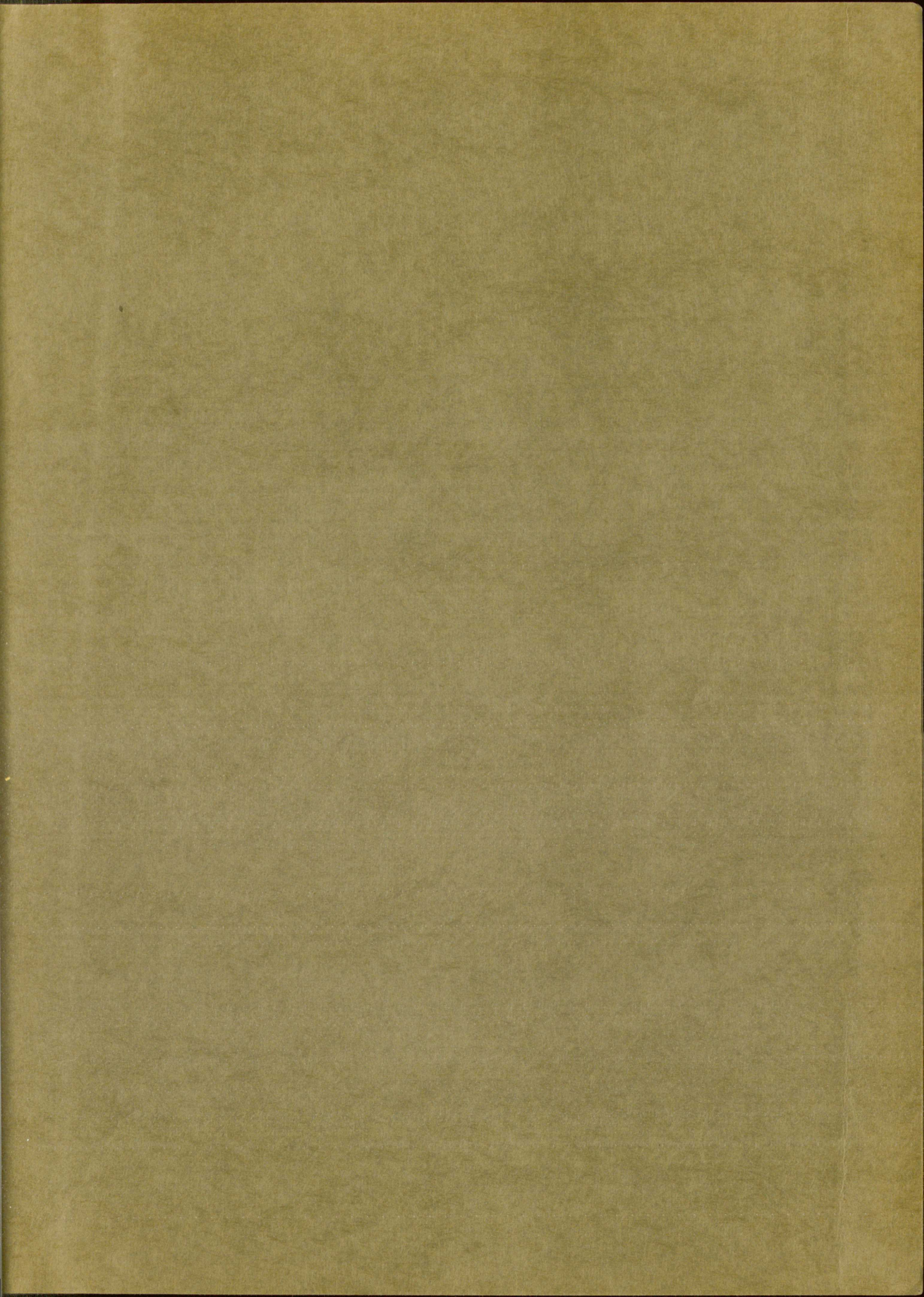
THE CONSTITUTION OF THE UNITED STATES

This constitution shall be the supreme law of the land; and the judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the contrary notwithstanding.









IMPORTANT!

Special care should be taken to prevent loss or damage of this volume. If lost or damaged, it must be paid for at the current rate of typing.

[illegible]

**BOOK CARD
CANCELLED**

IMPORTANT!

Special care should be taken to prevent loss or
damage of the card. If lost or damaged, it
must be replaced at the current rate of typing.

