

The American Teacher

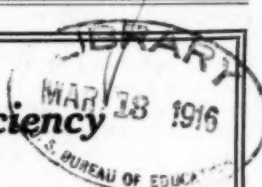
Democracy in Education; Education for Democracy

VOL. V. No. 3.

NEW YORK, MARCH, 1916

50 CENTS A YEAR

The Case Against Efficiency



If Efficiency Means the Demoralization of the
School System;

If Efficiency Means Dollars Saved and Human
Material Squandered;

If Efficiency Means Discontent, Drudgery and
Disillusion—

We'll Have None of It!

* * *

If Efficiency Denotes Low Finance, Bicker-
ing and Neglect;

If Efficiency Denotes Exploitation, Suspicion
and Inhumanity;

If Efficiency Denotes Larger Classes, Smaller
Pay and Diminished Joy—

We'll Have None of It!

* * *

We Espouse and Exalt Human Efficiency—
Efficiency that Spells Felicity, Loyalty, Par-
ticipation and Right Conduct.

Give Us Honorable Efficiency and We Shall
Rally to the Civic Cause.

BUSINESS METHODS IN SCHOOL ADMINISTRATION

C R JEFFORDS

Boys' High School, Brooklyn

THE NEW YORK CITY public schools are now taking a starvation treatment very similar to that administered to Germany by the Allies. The Board of Estimate, in the kindly role of expert dietitian, has decided that the amount of money consumed by the Board of Education is greater than is really necessary for the support of the educational body, and has accordingly cut off part of the supply, alleging that the application of business methods to school affairs would render the reduced amount entirely adequate. Directions for use did not accompany the prescription, but it is not difficult to find educational practices radically different from those common in successful business management. The existence of these weaknesses is largely due to the fact that they are in matters affecting the efficiency and output of the schools rather than in the actual running expenses, and for that reason are not so readily detected and remedied.

The first striking contrast is in the method by which managers are selected to engineer the whole plant. Did you ever hear of the owners of the controlling interest in a great enterprise leaving the selection of managers to the judgment of the political leader with whom they sympathize? Can you imagine any captain of industry allowing the actual control of his great factories to be put into the hands of minor political satellites as a reward for campaign services? It is painfully apparent that any business the supervisors of which owe their appointment to political patronage or personal favoritism is liable to be mismanaged, and there is no reason for thinking that the schools are exceptions to the rule. The men who control the details of the management of any great commercial enterprise are selected on account of having broad experience and a strong grasp of problems incident to that industry. There is nothing more technical

than education, yet the public allows its schools to be controlled by a body of men whose main qualification is usually their affiliation with the leading power in city politics.

When the manager of any business department needs employees, his chief concern is as to their ability to perform the actual work demanded of them. He would not test the ability of a clothing salesman by giving him a written examination in the history of the development of sartorial art since the time of Adam, or by requiring him to construct a suit on Fifth Avenue lines. He would try him out directly on the specific task required of him, not on the theory of how the thing should be done. Why should a college graduate, who has often forgotten more about his particular subject than any of the Board of Examiners ever knew (no matter who they may be), be put thru a series of examinations which have no more connection with teaching ability than the atomic theory has with the work of mixing concrete? The proof of the teacher is in the teaching, and one of the least important factors in successful teaching in secondary schools is a highly technical knowledge of the subject matter. The prime requisites for really effective teaching are strong personality, patience, tact, and sympathy; and actual performance in the class room is the only reliable test of these qualities. If a preliminary examination seems necessary for the elimination of superfluous candidates, a severe test in oral English and extempore English composition, accompanied by a searching physical examination, directed especially toward incipient neurasthenia, would be of far greater practical value than the extremely technical examinations now given. The latter discriminate in favor of the recent graduate and deter many older and more experienced teachers from entering the system.

It is a fairly well established principle of business efficiency that in hiring workmen the best is generally the cheapest, even at a much higher price. In hiring teachers, cheapness and economy are supposed to be synonymous. In the Boys' High School of Brooklyn, which was once the most efficient school in New York City, more than one-fourth the teaching is now done by inexperienced men without a permanent license. The degeneration inevitable under such conditions has begun and is liable to increase gradually for many years. Work which is done in western schools by low salaried clerks is done in New York by the regular teachers, with a double loss in efficiency. It seems strange that New York teachers are not required to sweep and dust their own class rooms, and wash windows during vacations, as much money could be saved in that way; and saving money is supposed to be the same as economy in school management. What a volume an efficiency expert could fill with instances of time, energy, and money wasted in school administration here! The Board of Estimate knows this and has tried to force real economy by restricting appropriations. The result has been simply wasteful skimping.

After securing his employees, how does the business man test and rate their proficiency? Chiefly by results attained. And the school supervisors?—Chiefly by methods used in teaching. Even where the results of teaching, as shown by the advancement and maintenance of pupils, are considered, the methods of determining and evaluating these results are frequently so haphazard and uneven as to be practically worthless. It would be possible, by uniform examinations and impartial marking of classes taught, to get a fairly accurate rating of the relative efficiency of the teachers in any grade or subject, but supervisors seem to prefer a system more flexible and adjustable to circumstances. The teachers realize this, even the pupils know it, and it is probably the greatest factor in creating dissatisfaction among public school teachers.

In most kinds of work, employees on

the same plane as teachers in ability, training and responsibility are considered reliable and allowed to exercise their own judgment in many matters in which teachers are treated like children. This is especially true with regard to absence due to serious personal illness. The attitude of first class business houses toward their employes in such cases is admirably expressed in the following reply of Frederick Loeser & Co., of Brooklyn, to an inquiry regarding deductions for absence: "We consider the men and women employed by us in positions of responsibility conscientious and honorable. We do not believe they would absent themselves from business unless it was absolutely necessary, and under the circumstances we make no deductions from their salaries for absence for illness, whether or not such absence covers a period of a week or longer." While it is not to be expected that this high spirit should animate all school boards in their relations with all teachers, it ought to be possible for experienced teachers to receive the same courtesy in New York City, and for all teachers to be allowed a few days absence every year, if necessary, without any deduction. It is a very difficult matter to determine what is a reasonable or average amount of absence per annum, since circumstances differ, and there are so many factors to be considered. But certainly no deduction should be made where fellow teachers carry on the work with no additional expense to the school.

When a deduction is made for short absences, many teachers go to school when they should go to bed, with a consequent impairment of health and efficiency.

Probably the greatest contrast between business and school methods is in the percentage of efficiency which is considered satisfactory. In high schools, where promotions are most carefully regulated, 60 per cent. is the passing grade, and 70 per cent. of promotions is considered normal, a net efficiency of 42 per cent., and this, too, under circumstances which are almost completely under the control of the authorities in charge. What

would happen to a tailor who spoiled six suits out of every ten he made, or the automobile factory which could produce only 42 perfect machines out of every hundred finished, or the shrapnel maker who had three-fifths of his output rejected? The boy who can add a column correctly three times out of five can satisfy the requirements of school work, but he wouldn't last long as a bookkeeper or business accountant. The cashier who made change correctly three-fifths of the time might be all right in school, but she would not be highly desirable in actual business. When we are training pupils to be satisfied with 60 per cent. of accuracy, it is not surprising that business men so often find our graduates unsatisfactory.

In view of the fact, however, that the public school curriculum is merely a copy of the course of study in the medieval private professional school for gentlemen's sons, and has never been really adjusted to fit problems of modern public education, it is not surprising to find it lagging far behind business methods which are revised constantly to meet the exigencies of keen competition. Teachers are notoriously conservative and have little opportunity and less incentive for improving school conditions.

There is much reason to believe, however, that the efficiency of the schools as a whole could be greatly increased by the following factors:

1. A paid administrative board, elected either by the teachers or by the public, consisting of a small number of men familiar with teaching problems and experienced in school administration.
2. A method of selecting teachers whereby personality, teaching ability, and experience have more weight than technical scholarship.
3. A salary schedule high and stable enough to attract and retain capable and experienced teachers from all parts of the country.
4. A rating system based largely on results and leaving no room for personal prejudice of examiners or supervisors.
5. Regulations for teachers based on

the assumption that "the men and women employed by us in positions of responsibility are conscientious and honorable."

6. A curriculum so simplified and adjusted to the ability of the average child that a minimum of 90 per cent. efficiency rather than 60 per cent. would be possible.

7. A readjustment of public schools to public needs, with the creation of a general course that is really universal in application and value, and the segregation of studies which are largely technical to the special courses where they belong.

Probably a large part of this program will seem to most people too utopian for serious consideration. No doubt it would be if left to the gentle mercies of the powers that be at present in the educational world. There has just appeared on our horizon, however, a factor which may make all these improvements possible—the possibility of the affiliation of public school teachers with the Labor Movement. This would put teachers in touch with the great public which they serve, and provide the necessary support for the adjustment of public schools to public needs. Education of the masses being the foundation of democracy, the union of teachers and other laborers for the common welfare should be a long step toward ideal democracy.

BUSINESS AND THE PUBLIC

When the administration increases the burden of the teacher in any one of a dozen ways, it is simply applying the principles of "economy and efficiency" to the management of public affairs. When teachers attempt to apply the methods of modern business—the methods of bargain and coercion and strike—in their dealings with the administration, they are depriving the children of their rights, they are applying extortion to the public. How solicitous are the trustees and the taxpayers of the dear children and the dear public!

THE JUNIOR HIGH SCHOOL FOR INCREASED ECONOMY AND EFFICIENCY

CHARLES S. HARTWELL

Eastern District High School, Brooklyn

IN CONVERSATION with a new chairman in the Board of Education the writer stated his belief that, if the five million dollars proposed by the Board of Estimate for the introduction of the Gary system should be divided into three sums and allowed for the use or experimentation of the Gary, Ettinger, and Junior High School systems, in two years it could become apparent that one million dollars spent to introduce Junior High Schools would go farther and accomplish more than two million dollars with either the Gary or the Ettinger system.

Now, what could be done with one million dollars and the Junior High School system?

The long standing injustice to teachers in the seventh and eighth years could be removed and the best efforts of these teachers required.

In the departmental estimates for 1916 there is an item for promotions to grades of the last two years in elementary schools:

To fill vacancies existing May 31,	
1915	\$261,480
To fill vacancies in fall term of 1915,	
persons not in service May 31,	
1915	31,200
For 1916 appointments	17,150
Total	\$309,830

This measure of justice might be the first item.

The number of pupils on register in November, 1915, the latest available figures, in the seventh and eighth years is as follows:

Manhattan	43,763
Bronx	17,548
Brooklyn	46,927
Queens	10,686
Richmond	2,577

New York City 121,501

For the same month of November, 1915, there were in the ninth year or the first high school year, 13,652 boys and 14,752 girls, or 28,404 pupils. Adding these 28,404 ninth year pupils to the 121,501 seventh and eighth year pupils reveals the fact that New York City has 149,905 pupils in the seventh, eighth and ninth years or the period contemplated by the normal form of the Junior High School.

This was three months ago and we may fairly say that this city has 150,000 pupils ready for the Junior High School.

Allowing 1,500 pupils to a building, the city needs 100 buildings to house the Junior High School pupils.

Now all the seventh and eighth year pupils and nearly half the ninth year pupils are already housed in elementary school buildings. These buildings cost only about one-third as much as high school buildings. If the sixteen thousand ninth year pupils still in high school buildings should be placed in elementary school buildings, no more high school buildings need be erected for probably ten years. Ninth year pupils are not ready for the expensive laboratories of the high schools.

Restricting these expensive plants to pupils above the ninth year would save the city at least \$500,000 a year in difference of cost for housing of ninth year pupils.

The next step would be the definite assignment of existing buildings to the Junior High School period for pupils of the seventh, eighth and ninth years. Pupils of these grades can walk farther without danger or inconvenience than the younger ones. Take Manhattan, for example. Of the one hundred Junior High Schools, its quota would be about thirty-six. Suppose the following buildings be devoted exclusively to these three years; P. S. 95, 114, 62, 174, 4,

97, 12, 61, 40, 50, 27, 183, 190, 100, 150, 83, 24, 90, 159, 33, 17, 94, 93, 157 and 115. These 25 buildings are distributed at convenient intervals thruout districts 9, 1, 2, 3, 5, 4, 7, 8, 12, 13, 15, 16, 17, 21, 20, 10, 11, 14, 18, 19 and 22. District lines need not be adhered to for Junior anymore than for Senior high school pupils. Nor is it absolutely essential that the Junior high schools should be entirely separated from the lower grades. If, for example, the above 25 buildings could be devoted completely to Junior high school work the other eleven buildings required for Manhattan in the more congested districts might have lower grade pupils as well and in similar proportion, not to make too radical a departure, the same might be true for the other boros. If about sixty present buildings scattered not more than two in a district should be devoted exclusively to the seventh, eighth and ninth years the forty others required may for the present be connected with lower grade work.

The Principals designated to supervise these one hundred Junior high schools should have \$250 more for the extra care of the ninth year. This would involve an expense of nearly \$25,000 a year in addition to the present. The teachers of the ninth year would be regular high school teachers and, until a new system of licenses could be evolved, the teachers of the seventh year and eighth year would be on their present schedule. Each teacher in the Junior high school should have two subjects either in the first two years or in the last or ninth year.

By placing all Junior as well as Senior high schools on double or eleven period sessions, from 8 a.m. to 5 p.m., the cost of new buildings would be practically eliminated. The present small classes in the upper grades would also be consolidated into full sections at a considerable saving of expense.

Moreover, in the Junior high school, promotion by subject would advance many pupils who now repeat an entire grade because of deficiency in certain

subjects. This evil has been eliminated from the high schools and it will be a real saving to the city to have the same method of promotion extended two years farther down.

As one of the three years involved is now recognized as high school work and in many cases supervised as an annex by a First Assistant from a High School, with a bonus which makes his full salary \$100 less than a Junior high school principal's would be with the additional \$250 proposed, it would be right that at least thirty of the one hundred schools should be in charge of First Assistants, while the other seventy are managed by elementary school principals with high school experience.

In the Speyer School or Annex to P. S. 43, Manhattan, in P. S. 69, Manhattan, and P. S. 85, Brooklyn, the Junior high school idea is already being applied. In so far as the course is shortened by beginning high school subjects in the seventh instead of in the ninth year, a real economy is achieved which it may be difficult to express in money saved.

During last December, besides the regular twenty-four high school buildings, at least thirty-four annexes were occupied by high school pupils. In these annexes were 11,937 pupils of whom only in the Julia Richman, Eastern District, and one or two other schools were any pupils beyond the ninth year, so that it may fairly be said the line of cleavage is gradually being made between the ninth and tenth years. Nor is this unnatural, as choice of languages in high schools is made at the end of the ninth year.

The principle is sound that during the period of compulsory education the state should provide a seat for every child. After fourteen less injustice is done by double or partial sessions. The older pupils may study at home and come to school for recitation and instruction only. By separating ninth year pupils from the Senior high schools no truant officers will be required for the regular high schools and only in the Junior high schools would identification cards be

needed in the case of double sessions. By placing all pupils above the sixth year on double sessions the designation of twenty-five elementary school buildings each in Manhattan and in Brooklyn, and twenty-five more in the other three boros combined, would, with the twenty-five regular high school buildings, accommodate for the present all pupils in the city above the sixth year.

The Junior high school system does not require enlarged auditoriums and the remodeling of present buildings. Pupils who elect vocational or trade education should be housed in buildings already thus equipped. There will then be no temptation to speculative rise in plots for additions, which makes the extension of the Gary system so complex and dangerous a problem.

Summing up the economical elements, we note practically no expense for new buildings or remodeling, slight expense for additional supervision, considerable expense to keep faith with eighth and ninth year teachers by legitimate promotions, no advanced salary schedules, saving of time by extending promotion by subjects two years down, more compact and larger sections by consolidation of upper grades. For the present one or two floors of the high school buildings may under double sessions be devoted to Junior high schools and thus reduce the number of elementary school buildings required.

The limits of this article will not permit detailed discussion of the efficiency of Junior high schools. With no suggestion of steel, oil, or trade influence the following organizations have gone on record as favoring the "six-three-three plan": Department of Superintendence of the National Educational Association, the National Bureau of Education, the North Central Association of Colleges and Secondary Schools, the National Association of State Universities, the committee on economy of time in education of the National Council of Education, the committee on the reorganization of secondary education of the secondary department

of the National Education Association, the School Superintendents of the State of Wisconsin, the State Department of Michigan, and nearly all the committees on school surveys which have reported. Dr. P. P. Claxton, U. S. Commissioner of Education, heartily endorses the Junior high school, and it is in practical operation in about two hundred cities and towns.

The High School Teachers Association of New York City has just issued a bulletin with a bibliography of a hundred articles on Junior high schools prepared by Mr. Joseph Abelson of the High School of Commerce. The School Review for February, 1916, has an able article on "A Junior High School" by Superintendent Herbert S. Weet of Rochester, N. Y. The June number of the Pedagogical Seminary for 1915 summarizes the situation. In *School and Home*, published at Bloomington, Illinois, is Mr. W. C. Bagley's argument against the Junior high school. In the *Elementary School Journal* and the *School Review* for the past two years are a number of articles dealing with this matter. In the *Thirty-Ninth Annual Report of the Board of Education for Columbus, Ohio*, for 1912, at pages 169-192, may be found, Mr. C. H. Fullerton's able discussion of the theory and practical workings of the Junior High School.

In conclusion, the writer has not attempted to figure the precise expense of the introduction of the Junior high school into New York City. Instead of 60,000 pupils under a high school committee and 770,000 under an elementary school committee, he believes it better administration to place 200,000 under the high school committee. The state department has declared for a six years elementary course and the organization of the seventh and eighth years under semi-departmental teachers, with the earlier introduction of differentiated subjects during the compulsory period, is fraught with most beneficial possibilities to our youth and the cause of education. Both economy and efficiency will be promoted by this form of reorganization.

EDUCATIONAL PROGRESS IN WASHINGTON

JEANETTE GERSHANICK GLASSBERG

THE QUESTION OF married teachers came to an issue in Washington a few weeks ago in the case of Mrs. Gladys Alme Strong Hellmann. After teaching several years, she was married in 1914, whereupon she was automatically dropped from the rolls after having at the time of her marriage written to notify the Board of Education urging them not to enforce the rule. They considered this a resignation and acted accordingly. All this was done in spite of a decision made by the Board a few years ago to retain a teacher who had married. But it happened that the place of that teacher could not have been filled had she been forced to resign.

On April 19th last, Mrs. Hellmann instituted a mandamus action against the Board of Education. A few weeks ago the case came up, and it was shown that the letter was not a resignation, but on the contrary, that it was a strong plea with good reasons for retaining her position. The court declared that it could not draw a distinction between the marriage of a teacher while in the service and the new employment of a married woman as a teacher. (The latter is permitted only in Washington under certain conditions.)

Justice Gould held that the rule was in conflict with the laws of the District of Columbia. Moreover, he claimed that inasmuch as the Board of Education permits married men and married women to teach, but deprives an unmarried teacher of the same privilege immediately upon her marriage, "Rule 45 is gently characterized when called unreasonable."

And so here is a victory for the teachers of Washington. Now, let us hope that the fight will go on, and that soon married teachers will be allowed to become mothers and thus bring ideas derived from their valuable experience into the schools.

Of course the Board of Education is

not satisfied with the decision and its President, Henry P. Blair, declared that the Board will make an appeal.

* * *

In this same city of Washington, D. C., a questionnaire was sent around recently to all the teachers to find out how many were in favor of a teachers' union. For this question to come up in Washington is one of the most encouraging signs of the times. There are probably few cities in the United States where the general teaching conditions are superior in respect to the character of supervision.

The word "supervision" as known to New York and many other cities is almost unknown there. In the grammar schools, the principal is not a figure-head or one whose business it is to be a "slave driver." She always teaches the eighth grade of the school, is familiar with the difficulties under which the teachers labor, and works directly with them to a very large extent.

In the high schools, the principals find few counterparts in New York. They are *real* principals, that is, they are the actual runners of the schools. We do not find there the principal in his feathery-downed office holding pink teas with his pets, while a head of a department and a few clerks rule and run the school. When a Washington principal visits classrooms, his attitude and manners are not those of the foreman of a factory. He is a friend who helps when there is need, and one who does not interfere in trivial matters.

There is in Washington something far more valuable than no "supervision." It is illustrated by the answer to a question which the writer asked a number of teachers in one of the large high schools. "Aren't you afraid of talking about a teachers' union so openly?" The answer came with an outburst of surprise.

(Continued on Page 47)

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No. 3

This paper is striving to do its part
in the creation of a real profession of
teaching, the members of which shall
be self-respecting and respected, thru
stimulating clear thinking on the work
and the social position of teachers, and
thru intelligent criticism of systems of
educational administration. No greater
service than this could be rendered to
the children of the state.

WHO ARE THE MASTERS?

MANY GOOD friends of teachers have
honest doubts that any good can come
from the affiliation of teachers' organi-
zations with the organizations of work-
ingmen. The reasons for these doubts
are that the professional organizations
are concerned chiefly, as they say, with

the development of standards and with
the maintenance of conditions that make
possible freedom of speech and profes-
sional independence. Moreover, as in
the case of public school teachers, the
public itself is the employer. Since labor
unions are concerned chiefly with stand-
ing for the rights of labor and for the
improvement of working conditions, it
would seem that teachers and working-
men have little in common. As empha-
sizing the variance of relation to em-
ployers, private persons are the employ-
ers of labor.

The categories into which the sociolo-
gist would cast the organizations of a
professional nature and those that are
formed to promote the welfare of men
whose chief object is enough to eat and
enough to wear, and a few decent living
conditions, are clear enough and scien-
tifically correct, so far as the simplifica-
tion of the classification is concerned.
But the factors involved in the organi-
zations of human units are likely at any
time, and without regard to considera-
tions of categories, to become dynamic.
In that condition there is danger of the
lines of proper demarkation being broken
into, or being even entirely wiped out.

For example, when the teachers of a
public school system find themselves
threatened with a change of masters,
and learn that the newer possible masters
propose to make contracts terminate at
their will, that reductions in salary are
liable to occur, and that participation
in activities leading to favorable legisla-
tion is liable to be forbidden teachers,
then an organization intended as an in-
strument for developing standards may
suddenly find itself facing a vulgar situ-
ation involving bread and butter and
life. Thereupon the professional organ-
ization throws itself into the category of
the labor union.

Furthermore, the professional organi-
zation may dimly discern the figures be-
hind the screen that have threatened
it. They act like the private mas-
ters of the workingmen; they have the
same ideals and life purposes. Behold,
they are the same!

ECONOMIES AND EFFICIENCIES

THOSE OF US who learned our psychology since the days of William James do not need to be reminded that there is no memory, only memories. And by the same token, we have no economy, but economies; no efficiency, but efficiencies. What with surveys, and budget exhibits, and scientific management, and accounting systems, and taxpayers' unions—the public is well aware that something heroic must be done in the way of economizing and standardizing. But neither the public nor the experts have given us any obvious index of economy or efficiency.

Every proposal for change in organization or methods of administration brings with it approvals and disapprovals; but seldom a clear formulation of the criteria by which to measure the desirability or undesirability of the change. We are carried away by catchwords; and the catchwords today happen to be "economy" and "efficiency."

We are introduced to the Gary plan. For a year we are told of the wonderful advantages that the plan offers in congested districts; it is presented to us as a highly refined "double-session" system. And just to the extent that it is a double-session system, it receives the immediate and hearty antagonism of all teachers who are afraid of a longer day, as well as of all teachers who are afraid of a cheapened and denatured education. Later it appears that the chief advantages of the Gary plan lie in the enriched curriculum, in the more flexible organization, in the larger freedom for pupils and teachers. But the well has been labeled "poison" and many of us will shun it long after it has been demonstrated that the label was only put on to fool the taxpayer.

We are introduced to the Junior High School plan, and we are promised the same kind of circus. Instead of attacking the problem of the pre-adolescent in terms of better care for these critical years, we wade into an "economy" by pointing out that a fourth of these children, at present under the expensive

charge of high school teachers and principals, and housed in expensive high school buildings with pipe organs and mural decorations, could be more economically housed in "elementary" buildings and herded by cheaper teachers and principals.

In spite of the adverse reports of reactionary educators, and in spite of the enthusiasms of short-sighted economizers, we must recognize that both the Gary plan and the Junior High School plan have decided educational and social advantages. But let us state these advantages in educational and in social terms, let us justify them as forms of real efficiency, and the economies will take care of themselves.

The younger children need more diversified opportunities for "self-activity" than the traditional school can give. They need closer contact with our economic and institutional machinery than the traditional school ever recognized. They need more plastic adjustment to individual capacity than the traditional school can yield. Hence the justification of the Gary type of organization. These things we must have, whatever the cost. If an expert organizer and administrator can show us how to get what we must have without mortgaging our souls, so much the better. But we are to get these things because we must have them, and not because they are cheaper than something else.

The older children need the opportunity to come in contact with more scholarly men and women. They need the attention of men and women trained with special reference to the critical changes characteristic of these "intermediate" years. They need the opportunity for more definite differentiation along the lines of special talents and tastes and interests and capacities. They need an opportunity for developing the social consciousness under the most favorable auspices. These things we must provide for our 12 to 15-year-old children, whatever the cost. If some expert organizer can show us how the Junior High School plan, or any other plan, can secure for

us these things at a reasonable cost, well and good. But we are to purchase this social insurance for the salvation of our own souls, and not because it is cheap.

There is serious danger in the junior high school movement just because the emphasis today is upon "economy." To extend the ministrations of the elementary school organization to cover a longer span of years will no doubt save money. But it is likely also to accentuate the very defects of our school methods. On the other hand, it is not certain that extending the high school organization downward will help solve the problem. We need better schooling for these children, not necessarily more expensive schools. We need more efficient utilization of the time and energy of these children, we need more economical direction of their time and energy, not necessarily cheaper schooling.

We are well informed of the misery that compels poor people to pay more for their shoes than do the well-to-do. We know that "it pays" to buy good shoes, at a relatively high initial expense; we know that it is extremely wasteful to spend shoe money for imitation leather. It is about time to begin educating the public that the measure of economy in school expenditures lies not in the "cost" but in the return relative to cost.

MODERN CENSORSHIP

AT THE CONCLUSION of a performance of Hauptmann's "The Weavers" in a "regular theatre" a certain citizen was asked by the management to make a few appropriate remarks to the audience. The man selected his remarks, from among all that it was possible for him to make, in accordance with the nature of the play, the season (it was on Christmas) and the day's news—we were then in the second year of the Great War. He referred to a number of things, including ships and kings; and was warning up to his subject when the asbestos curtain descended between him and the audience. The fireman stationed in the theatre, presumably as a

safety precaution, took objection to the views of the speaker and ordered the curtain down.

* * *

After a meeting of the Labor Forum of New York, held in one of the high school buildings, the subject matter of a discourse there presented was taken up for consideration by a committee of the Board of Education. There was some objection to what the speaker had said, and it was thot desirable to withdraw the privilege of saying undesirable things in a public school building. It was not the committee on studies and textbooks; nor the committee on public morals; nor yet the committee on the safety of the republic. It was the committee charged with guarding the buildings of the public against injury or abuse, with keeping the buildings clean and properly lighted and heated.

* * *

In Trenton, the capital of Paterson and Bayonne, the notoriously un-American appendices to the Metropolis, the censorship has become standardized. If you have something to say that is objectionable to the Powers that Prey, you are chased off the streets by the police, who suggest that you "hire a hall." When you proceed to hire a hall you find that the Powers have warned the owners of the halls not to rent their halls to you, under penalty of business disaster.

* * *

The owners of the franchise to provide the traveling public with newspapers and magazines on the subway and elevated stations in New York City, Messrs Ward and Gow, realizing their responsibility to the public, undertake to exclude from the news stands magazines that contain objectionable matter. The subways are owned by "the city"—presumably the public—but operated by a private corporation. The directors of this corporation are responsible—to the stockholders, of course, for making leases as to the use of advertising space in the cars

and stations. The Ward and Gow company is responsible for deciding what kinds of advertisements the traveling public may read. There is no objection to various brands of whiskey and leg shows being advertised in the subway; but these guardians of public morals will not permit the public to read paid notices of meetings held for the purpose of agitating in favor of woman suffrage, or other dangerous heresies.

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The new censorship seems to be shifting the responsibility for guarding the morals and the sound views of the public to the shoulders of janitors and firemen. We have already agreed to let the police regulate the choice of language on the streets; we may yet have to allow the letter carriers to pass on our editorials and sermons.

TO OUR NUMEROUS ENEMIES

Enemies perform a twofold function; they are the genial reminder of vital good work continued in despite of petty opposition, and they are the standing challenge to enhanced efficiency.

Enemies are like gad-flies—pestiferous and stimulating.

"The American Teacher" welcomes Enemies, at least the species that stings in the open.

Our pages are graciously open to any critic who feels impelled to voice a sincere opposition.

We are neither perfect nor all-wise nor self-sufficient.

We are constantly making experiments in honest thinking. Experiments are proverbially imperfect.

What else would you expect of the method of Trial-and-Error?

If you hate our radicalism, tell us why.

If you oppose our methods, write out your convictions.

If you perceive our limitations, have the decency to enlighten us.

Can any Editorial Staff be more frank with itself and with its excellent enemies?

Pour out your heart: we honor Confessional.

—Be Reasonable!—

A STUDY IN LOW FINANCE

IF YOU want to get the measure of an Administrator, elicit his views on Economy. If his mind is inventive and original he will undoubtedly achieve economy by the Scientific Method. He will devise ways of coordinating forces more effectively. He will invent means of eliminating competitive waste. He will resort to subtle schemes of cooperation by evoking loyalty, love and creative energy. The resourceful administrator is successful—but not at the expense of his humanity. Louis Brandeis seems to exemplify the type of Creative Administrator we are celebrating.

The other type whom we know only too intimately may be designated, the Mechanical Administrator. He views human beings as vivisectionists view animals drugged into lethargy by anaesthetics. Your Mechanical Man is devoid of fine sensibility. He is ashamed of the tenderer virtues. Grit and perseverance and doggedness are the qualities he emphasizes. Hence his absorption in machinery, results, "facts and figures." Hence his squeamish aversion to such aerial desiderata as happiness, health and the personal equation. This hackneyed type is neither inventive nor original. Cruder first aids to success lie ready to hand. Why be subtle when a bull-dogmatic indifference to the well-being of your fellows produces "results" more directly, without the ceremonial intervention of patience, respect, affection and arbitrament? The pugilist administrator—the egotist shaking his clenched fist at a timid collectivity—also achieves success; but he pays the penalty of the Easiest Way; he forfeits his humanness. Such a type is William Prendergast.

To be trenchantly concrete: Any vulgar and inept business man can extort Economy by exploitation. The formula is tragically simple: Cut wages, deduct cash for small offenses, install fines, overwork the underpaid, honeycomb drudgery with flattery, and bully the Disorganized Underlings. The formula is simple, the results satisfactory to Bosses and Bullies.

Teachers will remember that only last spring our callous Comptroller tried to intimidate many of our fellow-workers into a disreputable bargain, unprofessional and unfair. Teachers to whom the City owed specific sums for legitimate absences were to be cheated of their due—like it or lump it! Without any preliminary consultation with the teachers, in the manner of high-handed contemptuousness, Comptroller Prendergast demanded that the meager checks sent to them be accepted as a full equivalent of the absence-money due. What an exasperating show of bossism!

If the Comptroller had said in the open Court of Publicity:

"Ladies and Gentlemen: The City is in financial straits. It cannot meet its solemn obligations. As a Voice of Government, I beg you to come to its rescue. Why do I come to *you*? I say it half timidly, none the less very truly: You teachers are the salt of the (municipal) earth. You know the sweet significance of idealism. You understand the joys of self-sacrifice. You are dedicated by inviolable fealty to our Great City. Upon you falls the grave responsibility of succoring a city-in-need. Help us even as we with love and enthusiasm are ever induty-bound to help you. Accept only a part of your just dues as a full canceling of the City's debt and the City will remain eternally grateful to you. We beseech you give hospitable audience to our petition. God save you."

If the teachers concerned had been made to feel like co-workers in a great metropolis, dignified social agents of the City, respected by the Authorities, they might joyously have surrendered a portion of their just dues as a token of loyalty. But to be treated like routineer wage-slaves, detached organisms manipulated by hostile hands—professional degradation could go no further.

Nor is this indictment of cheap disreputable Administrating the whole of our story. More damning facts cry for quick vindication. What shall we say of a City that cunningly prevents the appointment of faithful, efficient and approved teachers in order to profit by

their loss, in order to "economize" on their misfortune? To be cheated out of the "summer money"; to be cheated out of the "legal-holiday-pay" (do "appointed" teachers do any more school work on those days than their excluded fellows?); to be cheated out of the increment annually accruing to regular appointees; to be cheated out of a wage differential acknowledgment to be legally and morally due teachers in upper grades; to be cheated by an inflation of the proportion of "teachers-in-training" and then for these to be cheated by a reduction of their miserable per diem pay to one dollar; to be cheated and to have the children cheated by increasing the teaching load of these teachers-in-training until training and supervision are out of the question; to be cheated by loading up additional sessions and by enlarging classes; to tantalize "poor subs" by keeping their nervous souls dangling on the hooks of deferred uncertainty—a natural tender-heartedness forbids the publication of the whole truth of this shameful betrayal of teachers' interests.

In the name of Economy, men have been known to do sundry crooked things. In the name of Economy, men have been known to defend their sundry crooked tactics *because they had a hearty contempt for the persons and interests thus seriously jeopardized*. If the Teachers are outraged by the Methods of Low Finance, they have at their disposal a most effective weapon of Attack and Defense. Let them remember the "Ides of March" (!) when a big mass meeting will be held to organize a Teachers' Union. In Union there is more than strength; there is the unassailable warranty of More Strength.

It is but fair to one of our contributors in this issue to state that he was specifically invited to discuss the Junior High School in its relation to economy in the school system. Our editorial, "Economies and Efficiencies," therefore cannot properly be applied in criticism of Mr. Hartwell's article.

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What They Say

REPLY TO "THE OUTLOOK IN REAL ESTATE"

To the Editors, THE AMERICAN TEACHER:

The author of "The Outlook in Real Estate," in the December issue of THE AMERICAN TEACHER has never attended one of the meetings of the "leading real estate associations of New York City" to which he refers and knows nothing of the inception of the movement for co-operation between the teachers and the realty interests. The entire article is therefore entirely false except the one statement in regard to the condition of the real estate market. Were the facts, however, exactly as he states them, that the realty interests were insinuatingly trying to obtain the "help" of the teachers, a teacher should be broad enough to recognize rights on both sides, and to desire justice for both. That the realty interests should bear the burden of 95 per cent. of the taxes of this city is manifestly unfair. A teacher should therefore recognize the right of that class to catch at a life-preserver. But the facts are exactly the reverse.

Last spring I was by chance introduced to the president of the real estate association referred to. As the Legislature had just closed and realty estate owners and the teachers were supposed to be sworn enemies the fact that he was president of such an association was laughingly mentioned. I replied that I had felt for months that there ought to be some common ground upon which both these apparently antagonistic forces could meet. That I felt confident that if the real estate people really understood the situation in the schools and school questions, all their antagonism would cease, and we could together move forward for the common good and mutual welfare to find some way out of the injustices being done to both classes, and in the end control New York City to its infinite advantage. To this speech of mine the president replied that there was now one common ground upon which the teachers and realty interests could co-operate, and that was in the obtaining of a low personal tax, \$25 to \$35 on \$100, which could be enforced because it would be fair, rather than the present confiscatory rate of \$1.80, the same as on real estate. [Rate is now \$2.12.] By then having a classified listing system and using the inquisitorial system, as is done with the Federal government, Controller Prendergast's assertion that personal taxes could not be collected would be proven false. It is easily apparent that the teachers would benefit far more than the real estate interests, for after a tax is once fixed it is an exceedingly difficult matter to have it reduced. The teachers present en-

dorsed the idea. I have presented the idea of such co-operation to several associations. In one a committee has been formed called Committee on Civic Coöperation. This title denies that writer's assertion that "neither class is spending much time on the matter of a fair distribution of wealth, etc." Teachers have attended the meetings of this real estate association and have been allowed to present their views. But it has been necessary to overcome antagonism. Rather than seeking our help, some have fought against this co-operation. It is significant that these have been those either bitterly opposed to us, or least friendly. Those most friendly have broad mindedly endorsed such co-operation. With one exception a feeling of the most cordial good-will has been established. With broad-mindedly endorsed such coöperation, New York's present financial situation could be entirely solved, with justice to both.

AVA L. PARROTT.

Jan. 8, 1916.

To the Editors, THE AMERICAN TEACHER:

I HAVE READ three numbers of your magazine. Because of them I am more calm, more hopeful than I have been for some time—for there in strong black and white in direct attack are set forth the questions and problems that have been beating in my brains for years.

EVA ROBB.

[Enclosure, check for two subscriptions. Reader: Follow suit.]

To the Editors, THE AMERICAN TEACHER:

I desire to express my appreciation of your last issue of THE AMERICAN TEACHER, and also my interest in any action that may be taken toward the formation of a teachers' union.

I trust you will keep your readers informed of any steps that may be taken in this direction.

L M

EVERY TEACHER PLEASE NOTE

THE FEBRUARY NUMBER of that brave and stimulating little publication, THE AMERICAN TEACHER, is devoted to reasons, arguments and pleas for the organization of a teachers' union in New York City. The entire number is so bright, so crisp, so epigrammatic, and, withal, so informational and sound in principle from cover to cover that we wish it could be read by every teacher in the country.—*The New York Call*, 20 February 1916.

WASHINGTON TEACHERS*(Continued from Page 40)*

"Afraid? Of whom? Do you mean to say that the New York teachers are muzzled?" No, they are not afraid in the Capital. They speak out openly and fearlessly.

Why then are the teachers talking of organizations? It is true that many of the injustices which exist in so many cities are fortunately absent from the Washington school system. But conditions are not perfect and there is much that the teachers need. As in all other cities, the teachers have no positive method of demanding higher salaries, representation on the Board of Education, pensions, and so on. Washington is handicapped by the fact that it has no self-government. The money for the schools is appropriated by Congress, and Congress is very slow in making appropriations when so many members are busy with their "pork barrels." Often in the past, the teachers have been forced to wait for weeks until the money is appropriated. The result of this dependence can easily be imagined from the fact that a large part of the business of the loan sharks who formerly infested the District of Columbia came from teachers.

The Washington teachers want higher salaries. They are far too low for the high cost of living in the National Capital. They want more democracy in the schools. Many realize that only by organization can they accomplish the reforms necessary to instal a modern, efficient educational system.

Miss Elsie M. Hill is one of the most ardent workers for the teachers' union in Washington. In an interview published in the Washington Times, she said:

I believe a teachers' union a good thing, not only for what the teachers can get out of it, but for the good they can do to the cause of the workingman.

Formation of teachers' unions goes hand in hand with the increasing attention given to vocational education. The effect of the teachers' union is to dignify labor. The children with whom the teacher comes in contact in most cities are largely from the

families of laborers, and the organization of teachers, in the same way, would create an additional bond of sympathy.

And what is the attitude of the Washington school authorities? We know what it was in Cleveland and what it is in Chicago. Henry P. Blair, President of the Board of Education, announced that he favors a general organization of school teachers, tho he does not believe that "persons following intellectual pursuits should organize into labor unions."

Quoting again from the Washington Times, Mrs. Rhodes, a member of the Board of Education, "defended the right of teachers to form labor unions if they desire, and said she could see no reason why they should not do so if the majority favors that plan."

With this movement gradually sweeping over the country, we have many hopes that Washington and New York will follow the examples of their western colleagues and organize powerful unions for their protection and for the improvement of the schools.

HONOR ROLL: SUMMA CUM LAUDE.

We take pleasure in awarding Iron Crosses for Pacific Bravery to the following workers for "The American Teacher":

1. Rose Lichterman, P. S. 47, Bronx.
 2. Morris Rosenzweig, C. C. of N. Y.
 3. Esther Falkoff, Teachers' Training (N. Y.)
 4. Mollie Brown, P. S. 31, Manhattan.
 5. Pauline Bickman, P. S. 4, Bronx.
 6. Jennie Schmalhausen, P. S. 4, Bronx.
 7. Irving Cohen, P. S. 12, Bronx.
 8. Sara Kreutzenauer, P. S. 12, Manhattan.
-

Remember the Ides of March! The great union meeting of the Teachers' League, Friday, March 10, 1916, at the Washington Irving High School, New York.

COMMON SENSE

It is gratifying to be praised by friends.

It is still more gratifying to be abused by enemies.

THE AMERICAN TEACHER enjoys the well-merited reputation of being the liveliest little magazine in the Teachers' World.

Friends and Adversaries are both agreed as to our Power and our Importance.

And why not?

Mention any significant issue which has not been penetratingly presented in our Journal:

- (a) Democracy in Education (even for Superiors)
- (b) Teachers' Councils
- (c) Socialization of the Curriculum
- (d) Vocational Guidance
- (e) Abolition of "Red Tapery"
- (f) Pensions (before dying)
- (g) Teacher-Mother Rights
- (h) Unfettered Criticism of "Superiors"
- (i) Unionization
- (j) The New Education

Truthfulness, Terseness and Timeliness have been the dynamic elements in all our issues.

What wonder that **THE AMERICAN TEACHER** appeals to such incommensurable personalities as:

Low Brows
Pedagogs
Principals
Supervisors
Laborites
Students

High Brows
Teachers
Thinkers
Humanitarians
Social Workers
Professors

The highest tribute you can offer to any Magazine is to commend its broad-mindedness.

THE AMERICAN TEACHER is destined to be the great Spokesman of 10,000 open-minded school teachers.

Will you, who read this, kindly enlist in our Cause and add your approval by circulating, advertising and selling our Magazine?

The abiding hope of Educational Progress resides in Efficient Vigilance.

THE AMERICAN TEACHER is Efficient and Vigilant.

ENDORSE US.