

The American TEACHER

OCTOBER, 1917

TWO WAYS

OCT 17 1917

U. S. BUREAU OF EDUCATION

The demands upon the schools will be greater now than ever

There is more to be done
More kinds of work need to be done
More effective work is necessary

THEREFORE,

Let us get cheaper teachers
Let us get specialists who do nothing but keep school
Let us increase the number of hours per day
Let us cut down on rest and study time
Let us increase the size of classes

THEREFORE,

Let us get higher types of workers into the schools
Let us get men and women in touch with life and civilization
Let us give teachers opportunities to study and to think
Let us protect the health and energies of the teachers
Let us plan our work more carefully

There always are two ways

Democracy in Education
Education for Democracy

Help Wanted—Male and Female

YOU who are about to read and enjoy this promising Issue, we salute graciously and reverently.

Cast off the prejudices of ancient days.

Welcome us in a new original light.

We bring precious gifts.

Our plans for the year will unfold themselves logically, impressively, brilliantly!

Variety will be the spice of our educational life.

To remain thoroughly vital, we must indeed expect your generous endorsement.

We are deeply interested in your work, your visions, your philosophy of life.

Communicate with us.

Don't be content with criticism from afar.

Speak your mind drastically, pertinently.

We'll print your most adverse criticisms—and your most flattering.

Join the growing Circle of Teacher-Educators.

If you find our magazine stimulating, support it whole-heartedly

If you approve of it, get us Subscribers!

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Your money will be quickly converted into solid educational values.

Upon the success of this first Enlarged Number of the *American Teacher* depends the future of our plans for making Democracy-in-Education the most trenchantly real thing in our School World.

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In the name

of our new

Venture in

Educational Propaganda,

We greet you, about to become as one of us!

(Kindly read and use the Pledge on Page 118.)

APPRECIATIONS

To the friends who have responded so splendidly to our pleas for money-aid, we offer our sincerest thanks. May their tribe increase.

The American Teacher

Vol. VI., No. 7

OCTOBER, 1917

One Dollar a Year

Democratize the Schools

THE institutions of a Democracy must be democratically managed. Autocracy in our political institutions has received its death blow during this World War. Autocracy in our industrial institutions is being tempered in some degree by allowing some form of representation of the workers in the management.

The public schools, to a greater extent than any other institution, foster and instill the democratic spirit. And yet our educational machinery is patterned upon approved Prussian lines. The time has come for the passing of Autocracy. Shall it continue to be tolerated in our public schools?

Good Teachers; Better Teaching

A GOOD teacher may be one who ever bears a submissive spirit, and attends strictly to the business for which he was hired. He may be rated a good teacher because he follows out the personal ideals of his "superior," and still, he may be doing poor teaching. But what is good teaching, anyway?

Here are some things that good teaching means, according to us. It implies thorough knowledge of subject matter, and a clear comprehension of the relative importance and the connections of this and other subject matter. It implies the easy mastery and flexibility of method in presentation. It is desire and ability to interpret. It is capacity to stir minds unaccustomed to think. It is courage to break down all pedagogical regulations and reach for and grip the soul within. It is the spirit that sets on fire.

Infantile and Other Forms of Paralysis

IN September, 1916, the opening of the schools of New York City was delayed two weeks on account of the prevalence of infantile paralysis. During that time the teachers were organized into various kinds of conferences for the consideration of professional problems. Some of these conferences were quite interesting and valuable; others were not.

There was no infantile paralysis to speak of in September, 1917, but there was as always a great deal of adult, professional paralysis among the teachers of the great city. Indeed, this disease of adults has afflicted us so long that we have almost come to accept its occurrence as normal and unavoidable.

As in the case of the infantile variety no cure has yet been found for teacher paralysis, but hope should never be given up. After-care is well worth experimenting with. In one we can always massage the body; in the other, the mind.

Thinking

THINGS will never be the same again. That's what they all say. The war marks the greatest epoch in the history of the world. Everybody believes that. Do you know just how things will be different the day after tomorrow, when the war is over? Does any one know? Have you thought it out to your own satisfaction? Some of us cannot think because of the excitement and noise. Some of us cannot think because of the high pressure under which we are compelled to grind and to work. Some of us cannot think. But none of us will think effectively unless we are all given a chance to think honestly and fearlessly.

Things will never be the same again. Things are different already. Neither you nor I can tell what will come; the most that we may hope is to think out clearly what ought to come. But to do this we must be prepared to take thought of what others are thinking. We must be able to take counsel with those who think differently. We must be tolerant without being indifferent. We must grant the opportunity to think as we assert the duty to think.

* * *

Things will never be the same again. Whatever happens, the right to think must be protected. It is upon thought that the future depends. Your thought, perhaps, but free thought in any case. Your thought can not be free and effective unless you do your share to preserve like freedom for others.

Americanize

A LARGE population of men and women who are alien in thought and spirit to the ideals and sentiments of the nation constitutes a source of perennial weakness. The movement to "Americanize" the aliens in our midst is therefore in the interests of a sounder and a more coherent national life. But here as elsewhere there is danger of substituting a slogan for a reality: the offer of instruction in the English language and in the elements of "civics" is hardly an adequate measure of Americanization. The language is necessary as a first step, no doubt; but it is not to be acquired either economically or satisfactorily by formal instruction. "Civics" is also essential; but it is not to be transmitted thru graded lessons on the machinery of our government. If we sincerely wish to "Americanize" these aliens, it may be well to begin with their children in our schools, and with the teachers of those children—that is, with ourselves. Quite as important as the language is the spirit of tolerance and fraternity. Quite as important as the "civics" is the experience of democracy and cooperation.

There has been too much of patronage: we have quite as much to learn from the for-

eigners as we have to teach them. Democracy and Americanism cannot be imposed on people; sharing means to give and to take. We shall Americanize the aliens about as rapidly as we manage to put into practise whatever it is that means *America* to us; that is, as rapidly as we Americanize ourselves. Democracy is a joint enterprise that involves a pooling of purposes and of resources—and of benefits.

The Longer School Day

THE recent decision of the New York Board of Education to lengthen the school day has raised a storm of protest not only among the teachers but also among the pupils and their parents. The reasons for this are many. The teacher, already loaded down with five hours of daily grind, naturally opposes additional burdens without corresponding benefits. The pupil finds the promise of "no homework and more play" suddenly turning into a threat of irksome drill, drill, drill, and more homework. The amazed parent, whose wishes are seldom, if ever, respected, is awaking to the realization that after all he should have something to say in the education of his child, and he is threatening to make himself heard.

And yet the longer school day is not a bad thing at all. All thinking men and women discovered long ago that the school is assuming, and under modern conditions must assume, more and more of the functions of the home. If the school is to do more for the child, it must of necessity have more time wherein to do it. Hence the lengthening of the school day becomes a social necessity. But how are we to reconcile the overworked teacher, the distraught pupil, and the plaintive parent to the longer school day? Can it be possible that those in authority have overlooked the tremendous help that might be obtained from the collective intelligence and cooperation of the teachers? May it not be that the teachers themselves might turn the necessity of complying with an onerous state law into a virtue that would redound to the everlasting good of the children, and therefore the public?

The traditional school day is five hours in length. No one will be foolish enough to believe that any teacher uses up these five precious hours in actual teaching. Even the taxpayer knows that teaching is more exhausting and nerve racking than many other professions or trades. The law of self-preservation demands occasional rest periods. And the teacher is forced to take them whether she wants to or not. However strong and robust she may be, the most she can teach, and teach effectively, is three full hours a day. Neither can the child be taxed with more than three hours of serious work with impunity. Both teacher and child, consciously or unconsciously, make or find the necessary rest periods. Of course, that does not appear on the program, or in the lesson plan. But it is there just the same. Any one who denies it, is uninformed in the teaching business. Then, why not face the issue honestly and squarely? Let us admit that intensive teaching cannot be carried on with profit for more than three hours a day.

If the new school day is to consist of six hours, let it be divided as follows:

- For the teacher: 3 hours, class room teaching
1 hour, supervision of study period
1 hour, individual attention to pupils
1 hour, preparation for the next day.
- For the pupil: 3 hours, instruction
2 hours, study (including homework and individual attention,
1 hour, play and formal gymnastics.

This is a suggestive outline of the time distribution and the proportional evaluation of the activities. Variation to suit individual schools or conditions will of course be adopted whenever occasion arises. It is presupposed that in the detailed planning the psycho-physical factors involved will command respect and their dictates will be followed.

This work-study-play program involves many changes in educational ideal and pedagogical practise which cannot be elaborated here. But one change should not be lost sight of. That is, that it calls for an increase of

twenty per cent in the teacher's time. With the cost of living soaring as it does, is it unfair to ask for a corresponding increase in her meager pay?

Thus the increased school day becomes a blessing in disguise. The child is not overworked. He learns to study in a scientific manner, and becomes independent and self-reliant. His play and recreation no longer cut in on his homework, for all of it will be done in school under expert supervision and guidance. His school now becomes more interesting to him, and he is proud of it. The parent no longer beholds a despondent child laboring at his assigned tasks which he does not know how to tackle, and over which he wastes many precious hours. The child now has more free time to use to very good advantage either to himself or to his family.

But what shall be said of the teacher? Her decent livelihood having been assured, she goes to her task with vigor and vim. She now accomplishes more in less time. She understands each individual child. No longer does she teach the non-existent average boy or girl. Each child is known to her, and she adjusts her methods and plans in accordance with his peculiar makeup. Another virtue is the enforced daily preparation for the next day's work. Is there a better means of improving the poor teacher and stimulating the good one than by providing definite and suitable time and place for such preparation? Teaching and learning under the new conditions become an unalloyed pleasure, and what is more, it is effective.

No Tenderness for Traitors

THE nation has heretofore existed primarily to facilitate and to protect business enterprises. The war has suddenly thrust upon us the question whether human beings also exist primarily for the benefit of business institutions and operations or whether human beings have any claim to precedence in the conflicts between property rights and human welfare. We have realized at least that it takes men and women to conduct a war, as well as gold

and credit. The nation at war has need of its human resources for purposes not contemplated by the masters of industry and commerce. To the latter, human beings are wage workers who produce for profit; and they are consumers who provide markets for profit. But to the nation at war these ordinary obscure human beings are all at once invested with a new importance. They have been assured that the war in which they are asked to fight and suffer is for their benefit and salvation, and they have accepted the assurance in good faith.

We must be on guard now against those traitors to the common purpose who seek by means of archaic catchwords to divert our resources so as to thwart the national purpose. There are the men who, with a fine show of fervor, ask that the muscle and brain of the nation be starved that profits may mount unimpeded. On the pretext that "patriotism" requires uninterrupted production, they demand absolute discretion and control over the lives of the workers—that is, the people. They demand that all the forces of legislation and the power of the law be used to restrain workers from helping themselves to incomes commensurate with the cost of living and the demands of life. They demand that regulations built up through years of struggle, for the protection of the health and safety of the nation's flesh and blood, be swept aside on the specious plea that these regulations impede operations essential to the national purpose. In these demands they commit a serious assault on the nation; and they are thereby guilty of the blackest treason.

* * *

On the first of September the Federal Child-labor law went into effect. The purposes of this law, long debated, and signed by the President a year ago, are obviously related to the welfare of the people of this country—that is, to the life of the nation. Within a week after its passage groups of manufacturers took steps to have the law short of its force; and they are prepared, in many instances, to ignore it. The law no doubt interferes with profits; these men have

the brazen effrontery to tell us that profits must take precedence over children. The people of this country must be under a strange and a vicious spell to tolerate such treacherous assaults upon their very existence, on the part of those who have been entrusted with power and leadership.

* * *

To make the world safe for democracy requires the expenditure of vast accumulations of treasure, as well as the spilling of many barrels of blood, as well as the extinguishing of many precious lives. Some give their lives and their blood; some give their service to the utmost; some have nothing to give but accumulated treasure. On the proposal to finance the war as far as possible through taxation upon excess profits and upon luxuries, the traitors put forth their blandishments to assure us that if business is taxed more than it likes to be taxed, it will perish, and the nation will then be a wreck. This attitude is the height of selfishness and greed, as well as an outrage upon the men and women of the nation—as distinct from the dollars and cents in the nation. If the profit mongers should go on strike, you and I will still remain to work and to exchange our services with the rest of the people; it is by this work and this exchange of services that the nation will live, not by the speculation and market-manipulations and long chances of the traitors.

* * *

Regardless of what men and women say about the kaiser and about autocracies; regardless of what they say about law-and-order and about the constitution, you will recognize the traitors by their attitude on the issues between profits and people. The stakes of this war are the health and happiness of unborn generations—not the profits and privileges of usurers and extortioners. The purpose of the nation is to advance the welfare of its people, to make life more abundant, not to protect the advantages of schemers and exploiters. Those who now place Mammon before man are the traitors, and should be shown no mercy.

Professional Sabotage

SABOTAGE is a word that has acquired evil repute because the molders of public opinion have pretended that it stands for a very reprehensive practise—namely the conspiratory restriction of output, or reduction of economic efficiency, on the part of the workers. We wish we had a better name for the general principle or for the practise, a name that was not derogatory. For, as every one knows, the practise is legitimate enough, even necessary so long as we live in an all-that-the-traffic-will-bear civilization. It is sometimes necessary, for example, to delay a shipment of merchandise or of raw materials, in order to affect prices “favorably”; it is sometimes necessary to shut down a mill, either for the purpose of affecting prices, or for penalizing stubborn workmen who refuse to accept “reasonable” rates of wages, or for some other good reason; it is sometimes necessary to cause the destruction of foods and other wares, for the health of the market; it is sometimes necessary to suspend the operation of a city railway system, to teach officials to mind their own business, and so on.

The direct interference with production by means of a strike is always ungentlemanly and often futile. It is perhaps for this reason that teachers do not take kindly to the idea of unions—unions suggest strikes. But as civilization progresses, new techniques are developed. Here for example is the National Council of Teachers of English—a professional body, not a labor union—which calls upon the North Central Association (of colleges and preparatory schools) and upon other similar bodies, to take immediate steps to the end that official approval be withdrawn from high schools in which the number of pupils assigned to an English teacher exceeds one hundred. Moreover, they request that further action be taken at as early a date as seems expedient, “to reduce this maximum to eighty (80)”.

* * *

Is any person in doubt as to whether teachers of English are being overworked? Is

any one in doubt as to whether exclusive teaching-periods or over-large classes affect the efficiency of the teaching? Evidence can be produced on both points. Why then do not the teachers of English—in New Jersey, or in Baltimore, or anywhere else—go directly to their administrative chiefs or to their commissioners, and ask for remedial measures? The principal of the Girls' Latin School, Boston, MR. ERNEST G. HAPGOOD, is reported to have said:

“I should say that a teacher is attempting to do an impossible task in carrying thirty periods per week with 210 pupils. I do not see how it is at all within the bounds of human capacity to read the written exercises which should be required of that number of pupils and conduct their recitations with any degree of efficiency. Far be it from me to encourage insubordination in a teacher, but if I undertook to impose such a program on any of my teachers, I should expect to meet with open revolt.”

What would MR. HAPGOOD do if the Superintendent ordered him to organize his school on the basis of “660 pupil periods” or “720 pupil periods” per teacher per week? Would he say to his superiors “It can't be done!” or would he say to his subordinates “It must be done!”

* * *

Like MR. HAPGOOD, we wish to keep encouragement to insubordination as far from us as possible. But what are the alternatives from which the teachers may choose? We may continue to bear a growing burden and draw comfort from the reflection that things might be worse. We may organize professionally for dealing directly with the public and with responsible officials. We may organize pseudo-professionally and beg for favors, or seek to attain our ends by the use of indirect influences. Or we may resign and go into the business of manufacturing flags. Most teachers adopt the first course; being women, many teachers have an additional source of consolation in the reflection that one may still marry and thus escape. Another large portion of the teaching body resorts to the last mode of escape; although they do not go into the flag business in large numbers, many of them do resign every year.

Most organizations are as yet unprepared to deal directly with their work-a-day problems, and seek to obtain results by indirection. We are just awaking to a realization that the most effective and the most dignified and the most self-respecting form of organization for people who work for their income is the "union".

Waiting for---?

THE GENERAL EDUCATION BOARD announced that the report on its investigation of the Gary schools would be published during the school year 1916-17 (see page 29, for report 1915-1916). Thousands of teachers and school commissioners are eagerly awaiting the report; many thousands of children are vitally concerned in the findings. In at least one city (New York) political capital is being made of the merits and defects of the "Gary system" in the municipal election campaign. We know that the price of paper has been high, and that in many printer's work has been delayed by war conditions. But these facts do not suggest a reasonable explanation for the delay in the General Education Board's report. What are we really waiting for?

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DELAYED

BECAUSE of the change in form the publication of this issue has been unduly delayed. We have decided to omit the September number; but the increased number of pages will more than compensate for the omission.

The Schoolmaster: Vision and Reality

C L VESTAL

AS I walked thru the wilderness of this world, I lighted on a certain place where was a den, and laid me down in that place to sleep. And as I slept I dreamed a dream, and behold, a spirit-guide came to me and said,

"Come! I would show thee a vision of what might be and what is!"

And he took me up into an exceeding high place, and bade me look down. And I saw a glorious city around a wide, green public square. In the midst of the square was a white marble statue, and around the statue was a great throng of people, while at its foot one stood and spoke. And the people heard him gladly. Then said my guide,

"Knowest thou what thou seest? The people pay heart tribute to the spirit of that class which first saw and grasped its opportunity to lead thy nation out of the morass of petty selfishness, ignorance, and merely local patriotism, onto the solid ground of national and international vision and purpose, faith in intelligent purpose instead of inevitable destiny, substitution of wide social mastery for the chaos of *laissez faire*. Yon statue is to the spirit of the schoolmaster!"

Then my heart swelled with pride, and I declared,

"I am a schoolmaster!"

But he answered, "Come! I would now show thee a vision of what is!"

Then we came thru the darkness that is between the worlds, and he again bade me look down. And I saw a great sprawling, dirty, ugly, planless city. Here and there lay the sick and suffering and wounded, for I saw that this city was in a state of fratricidal war. Men and women swarmed in great buildings, and clutched each other by the throats. Anon there rose sharp struggles in the streets, and the worsted were left lying where they fell. And I saw that the beaten for the most part hid themselves in loathsome dens and fetid, stinking stews and alleys. Hard by some of these were the palaces of Dives, with liveried flunkeys whose name was legion. For the first time I saw whole. I saw the city undraped, and could put together what had hitherto seemed alien.

Then said my guide, "Perchance thou lookest for the statue? Or is it that thou seekest any of thy fellow schoolmasters?"

And I said, "Where are they?"

Then said he, "Seest thou the leader of yon forlorn hope against the powers that devour?"

Then I answered and said, "Yea, I see four or five such."

Then said he, "They are not schoolmasters."

Then said I, "But where are these my fellows?"

"Come!" said he. And he took me above a great and handsome building and looking within I saw congregated in an upper room many schoolmasters. They were eating and drinking and smoking as if to convince each other that they were regular fellows. But two or three among them cried out, and said,

"Why stand we here idle? Those who struggle without are our brothers and sisters! Come! Let us go out and fight! If we cannot lead, we cannot justify our training! At least we can fight. Let us go out and help!"

But most of their fellows looked upon them in bewilderment, as if not understanding. Yet two or three cynical and hard-faced ones answered, and said unto the leader,

"Fool, fathead, Don Quixote! Wouldst thou put in jeopardy all that has been so graciously given us? Go thou out, if thou must, but be not so foolish as to expect that any of us will follow thee!"

Then the agitators went out, and I saw them no more. Then did some of their fellows look shamefacedly upon each other, and a few made as if they would follow them, but quickly sat down again when the hard-faced ones saw them, and cried out to them,

"What! More fools still? It seems that there be a party of these pig-heads, who are wiser in their own eyes than ten men that can render a reason."

Then did certain owlsh ones among them shake their heads and look wise, and say,

"It is not good to mix education and politics."

And they went on eating and drinking.

Then said my guide, "Did I not hear thee announce that thou wert a schoolmaster?"

And I answered him nothing.

Again he spoke, and said, "Come! Mayhap I am thy conscience. Let us talk. Art thou not versed in that worldly school of philosophy founded by Cain the First?"

My will would not that I should speak, yet did I so, and said, "Am I my brother's keeper?"

"Knowest thou not," said my guide, "the answer which thy Creator gave unto Cain?"

Again I wished not to speak, yet I spake, and said, "The voice of thy brother's blood crieth unto me from the ground."

Then said he again, "Thinkest thou and thy fellows to be held guiltless?"

"Nay," said I, "but eyes we have wherewith we see not!"

"But thou," said he, "hast now seen. Get thee in haste to thy fellows, and show it them, that they may do their part ere it is too late. Great is their opportunity and responsibility, for to whom much is given, of him shall much be required."

And behold, he was gone, for I awoke from my dream.

Administrative Responsibility and Current Doctrines of Academic Freedom and Academic Tenure

EDWARD C ELLIOT

Chancellor University of Montana

The present occasion does not permit of any thoro handling of the theme assigned by the program. I will attempt merely a brief, and more or less disconnected comment upon certain aspects of what appears to me to be a preeminent problem for every American school, whether it be of elementary, secondary or higher grade. This problem is especially significant for higher institutions during this day, when the whole of the social organization and ideals of the world are undergoing revolutionary reconstruction. In substance, this problem is, how best to provide for all schools that type of government which constantly promotes, and which can not pervert, their purposes as educational agencies, at once free and responsible. This freedom and this responsibility can be guaranteed only through the teacher. The status of the teacher is the measure of our progress toward the social ideal of democracy, and no permanent progress is possible with either an unfree or an irresponsible teaching class.

The greatest enemy to education today all over the United States is the small-bore politician who, as a member of an educational board, is bent on serving himself and his prejudices rather than the schools and the ideal of democracy, which these institutions stand for. The outstanding need of education is for some effective machinery for distinguishing between the competent, the half-competent and the incompetent teacher. This machinery must be created and controlled by the profession of teaching itself, entirely apart from the agencies of political government. Until this is an

accomplished fact, school and teachers will be constantly exposed to invasion by self-seeking personal and political interests. We can not maintain a free-school system training children in the fundamentals of freedom with teachers who are tongue-tied as to the vital social and economic issues of modern life. Real education is possible only in a school so organized and governed that the job holds the teacher, and not the teacher the job.

It is wholly futile to set up the indefinite goal of "taking education out of politics." The public school in all of its grades and varieties is part and parcel of our political system. The need of democracy is not less politics in education, but more education in politics.

Among the social inventions of the nineteenth century which we pridefully credit to this American democracy of ours, is that of the free public school. In these latter years a testing of the quality of this boasted school has revealed so many serious limitations of its opportunities and its accomplishments that thinking men have learned to become more and more cautious when casting up the account of public-school systems; more and more critical in their attitude toward the output of democracy's free school, and more and more conscious that the inherent character of education is directly proportional to the inherent character of the forces by which it is administered. Indeed, it may be defended that there is no such institution as a "free" school; for all schools are regulated by administrative agencies outside of themselves, representing class or caste, section or sect, religious or political organization. The promotion of education seems to demand a far-reaching diagnosis of its controlling agen

* Read before the department of higher education of the National Education Association, Portland, July 11, 1917. Reprinted by permission from *School and Society*.

cies. In the case of all public educational systems, this means a rigid examination of a politically constituted administrative system in all of its relations to education; and the elimination of those influences that interfere with the fundamental processes by which an individual is educated.

If we recognize as inevitable the subordination of educational institutions to some form of government from without, and if we recognize that the constant tendency of such government is toward conservatism and repression, the question to be answered then is that of adjusting and restricting the field of direct influence of the political instruments of government so as to interfere least with the essential conditions making for education. These essential conditions are first, the unhindered opportunity for the action and reaction of the personalities of teacher and pupil; and, second, the fixing upon the teaching profession of the full responsibility for attaining this freedom of opportunity. Here, it may be asserted, is the crux of the whole problem of academic freedom and academic tenure as found in schools of all grades. Democracy, through its constituted agencies of government for education, has sought to treat with the teacher as an individual and not as a member of a profession which must sooner or later take the responsibility for maintaining standards of conduct and of achievement for all of those who may be admitted.

For the purposes of illustration, attention is called to two recent happenings, the far-reaching significance of which entitle them to the serious consideration of the entire teaching profession.

Eighteen months ago the newly formed American Association of University Professors issued through its Committee on Academic Freedom and Academic Tenure, a report which may be regarded as epochal for all American education. This report made a declaration of principles asserting absolute freedom of thought, of inquiry, of discussion and of teaching of the academic profession. The association sought to give reality to these principles by certain practical proposals; providing for faculty participation in actions relating to reappointments and refusals to

reappointment; providing for a clear definition of the meaning of tenure as applied to the members of college and university faculty, and providing for the formulation of charges and judicial hearings before the dismissal of faculty members.

Every university or college teacher should be entitled, before dismissal or demotion, to have the charges against him stated in writing in specific terms and to have a fair trial on those charges before a special or permanent judicial committee chosen by the faculty senate or council, or by the faculty at large. At such trial the teacher accused should have full opportunity to present evidence, and, if the charge is one of professional incompetency, a formal report upon his work should be first made in writing by the teachers of his own department and of cognate departments in the university, and, if the teacher concerned so desire, by a committee of his fellow specialists from other institutions, appointed by some competent authority.

Now the contrast:

Six weeks ago the Supreme Court of Illinois rendered a final decision in a case arising within the public-school system of Chicago. It will be recalled that the Board of Education of that city some time ago passed a rule forbidding teachers to be members of the Chicago Teachers' Federation, or similar organizations. The case in question arose from the effort to invalidate this rule. The merits of the local controversy are of no particular concern at this moment. However, the pronouncement of the Supreme Court upon certain principles of sound government of public educational institutions is of possible consequence to the teaching profession in every city. In the decision¹ the Court said:

The board (of education) has the absolute right to decline to employ or to reemploy an applicant for any reason whatever or for no reason at all. The board is responsible for its action only to the people of the city, from whom, thru the mayor, the members have received their appointments. It is no infringement upon the constitutional rights of anyone for the board to decline to employ him as a teacher in the schools, and it is immaterial whether the reason to employ him is because the applicant is married or unmarried, is of fair complexion or dark, is or is not a member of a trades union, or whether no reason is given for such refusal. The

¹ People vs. City of Chicago, 116 N.E. 158.

board is not bound to give any reason for its action.

In other words, the court declared against the fundamental principle of tenure for teachers; declared that a public-school teacher is an employee, to be hired and fired at will; declared that the board is "responsible for its action only to the people of the city."

As to the professional principles determining the status of the teacher, the principles of the report of the American Association of University Professors are directly antagonistic to those enunciated in the recent decision of the Supreme Court of Illinois. The court says that a body of laymen is responsible for the profession into whose hands the work of education has been given. The University Association maintains that the profession of teaching is primarily responsible for teaching.

The question before the American teacher now is whether a pernicious principle of action, having the supporting authority of law, is to be preferred over a sound principle which, under the existing conditions can not be enforced.

This is the Official Organ
of the

American Federation of Teachers
(Affiliated with American Federation of Labor)

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this list of officers.)

What Shall We Teach?

FRANKLIN J. KELLER, PH.D.

DeWitt Clinton High School, New York

Every infant should be born with a silver spoon in his mouth and the nurse ought to steal it. Every life should begin with a failure and the world should rejoice. We glory too much in the fact that it takes twenty-five years to educate a baby and that John Fiske discovered it to be a good thing. All that time is spent in building up a structure that nobody has the heart to destroy. Yet educational arson and intellectual bankruptcy might well be clothed with the dignity of institutions.

Our mental structures become cluttered just as do our more material homes. Anyone who has been forced by circumstances to move his effects from an eight room house to a three room apartment understands what happens. Priceless possessions of countless years are thrown upon the ash heap and consecrated with tears. All future existence is seen wrapped in dejection. And lo! what happens? Nothing. We gradually begin to realize that it was only the memories that we wished to keep, and those we *have* kept; it was only a few sensory stimuli that we discarded, stimuli that we never used. House-cleaning is heart-breaking but salutary. The trouble is that we usually temporize. We pick up that old hat, resolved to make an end of it once and for all. Then our heart throbs, something wells up in our throat, and we see virtues in that hat that no new headgear could ever attain to. That was the hat we wore for the first time on the day of our proposal, it must have added to our attractiveness. It was always comfortable; it was never too warm or stiff. It was—by this time it has been tenderly laid in its old resting place. But it is never worn. If there had been no place in which to keep it, it would have gone the way of all hats, only sooner.

Such has been the character of scholastic house-cleaning. Each item of the curriculum has been taken down from its hook, dusted, regarded in the light of its associa-

tions, and put back, unless perchance it has been crowded out by something new that simply could not be dispensed with, and then of course the victim must be the least sentiment-arousing of all. Manifestly, one must get a new hat some time, for one has neighbors. We educators ought to be dispossessed, and compelled to move to smaller quarters, and to be hypnotized into emotional insensibility, and—but perhaps that is going far enough. Then we should be constrained to evaluate our furniture and appurtenances for what they are worth in use-value plus a genuine joy in living. There is no desire to imply that our curricular quarters should be cramped, for certainly they should be spacious and richly furnished; the moving process may, in fact, be only imaginary if the same discipline in thoroughgoing evaluation may be obtained thereby. Moreover, it is not maintained that the successful life necessarily embraces a series of failures; for failure, likewise, is disciplinary when life becomes cluttered with prejudice and dead convention.

It may be readily argued that all progress is made by compromise between vision and convention and that nothing could be more unfortunate than a mental dispossession, that civilization builds the new upon the old, and that to destroy the old would be to sacrifice the heritage of the ages. Just here arises the confusion. We cling wildly to the concrete forms that the past bequeathes to us, but we blindly ignore the dominating principles that have governed educational reform in the past. If we could only feel as keenly the value of these as we do that of mere forms, we should not lag behind the world in general, but should lead it.

The problem of form versus content is in the scholastic curriculum just what it is in all the other phases of life, just what it is in morals, in law, in prize-fights, in dinner parties, in marriage. If an unvarying structure can be found that will adapt itself to any and every kind of content, then the great desideratum has been attained. For, mark you, form is apparent to the eye, you can see it—it flaunts itself, it lends itself to

comparison, really you do not have to think in order to know whether or not it is there. It lends itself to common report and thus to easy criticism. And when a form can be standardized then indeed is the heart of man glad, for then do all the pains of readjustment vanish. But after all, the world has changed, the whipping-post is gone, the high ruff collar, the strangle hold, and the wife won in battle. Yet we have come down the ages still committed to the pedestrian manner of progress while the aeroplanes sweep the skies, leaving us far in the rear only to gape in wonder. If we could only grasp these principles which determine growth and development, we should ourselves become what our pride leads us now boldly to asseverate, real factors in the furtherance of life.

For the believer, the mere statement of these principles carries with it the weight of argument; for the infidel and skeptic a tome would hardly suffice, yet we are here compelled to state our case in barest outline, to moisten the parched educational lips of the awakened schoolman in order that he may crave for still more. We must venture, for the application may be the justification.

First, every maladjustment in the world proves upon a study of its history to have been a reform of some previous maladjustment. Everything that is bad was presumptively good at some past time, and therefore, everything that is good now may in the future prove bad, and by implication, what is good may already be bad tho we may not know it. That is the tragedy of life. But as teachers it is our business to know. Our role is not that of the fool in the tragedy. We should at least essay the part of the *deus ex machina*.

Second, as has been said in other connections, education places the "r" before evolution, with the sweep of the imagination it makes unnecessary the slow and minor changes of nature, it discovers that evolution itself evolves. It is curious to note that even such an epoch-making theory as that of *change* has itself tended to become crystallized. Against this the educator must

steel himself, for he will find in the theory an all too ready excuse for making progress slowly, for invoking the God-of-Things-as-They-Are that he may acquire virtue.

Third, every subject in the curriculum has been at some time vocational and has been placed there as the result of some vital need. Even Latin, the sore distressed, began its curricular activities as a workman's tool, and formal grammar, the moribund, was once the stock in trade.

Fourth, progress has been slow because of the conservative element, which has always to be overcome by death or persuasion, more often by the former. The much vaunted value to society of the "conservative with progressive tendencies" is an amiable fiction; the analogies of the governor and the flywheel have in them little that is appropriate. The engine would go without either of these appurtenances but it would have about the value of junk if there were no fuel. For a change to take place there must be somebody who wants the change; the conservative never does.

Finally, we always tend to justify that which *is*, because the line of least resistance (that is to say, simple human laziness) is opposed to readjustment.

Altho we all hate extremes and vociferously deny them to ourselves, there is always a great readiness to ascribe them to others. Thus, the foregoing paragraphs are certain to mean to some the utter abolition of history as a determining factor in the shaping of the curriculum, and yet what they mean is precisely that history is all-important. I believe in it; I am for it. But I wish to do what the historian inevitably does, to generalize upon the *course* of events and not upon isolated products, and to do what few historians do, to use this generalization upon the present, lead whither it may.

Why teach at all? The answer is simple: to impart knowledge so that it can be understood, appreciated and used. Why understand, appreciate and use it? To live more happily. And that is all there is to it. That, in essence, is what is meant by those who decry as too "practical" and lacking in ideal-

ism any curriculum which attempts to deal with the problems of the day.

What shall we teach? The answer is simple: teach the pupil how to utter the most significant thoughts that he can, so that he will be spurred on to think significant thoughts. That is the expressive side. On the interpretive side, get him to understand the most significant thoughts that have been uttered by others. The former the schoolman calls composition; of it I shall not speak. In the latter days great strides have been made in choosing subject matter for expression. But of the teaching of literature something else must be said.

The problem hinges upon the word "significant." What is vital, what helps the man or woman to live, and to live happily? Genuine literature is always a transcript from life and is usually an interpretation. Then literature is, par excellence, the teacher of the art of living happily. Psychologically speaking, that is significant which enters into the intellectual, emotional, or volitional life of the pupil, and by "enters" we mean "affects" or "changes" it, just as the acquirement of a bit of knowledge in a trade affects that trade life by enabling the mechanic to work faster or more profitably. If the metal worker learns that in 2500 B. C. there were no metal workers, that fact may or may not be significant in his trade life. In all likelihood it will not. However, if it arouses only an emotion—pride, humility, scorn—it may be worth while teaching it provided the time is not taken from something still more significant. So in English, if the acquirement of a bit of literary lore helps the pupil to live better—makes him more contented with life, or more dissatisfied with the particular life he leads, or induces him to strike out into new fields, or makes him more acute in evaluating human nature, then again, provided the time consumed in acquiring that knowledge could not be spent in getting something even more significant, it is worth while to teach it.

Again, psychologically speaking, that will be significant which is couched in familiar terms and which expresses the life of the

day for the man of the day. Inevitably, the teacher who makes a subject "live" translates its technical terms into everyday language and writes them into the everyday life of the pupil. There is no other way. The love of knowledge for its own sake does not exist except in the minds of teachers of Latin and Greek. The most profound scholar dreams of doing something with his knowledge; he always has in mind the masterpiece in which he is to spread before the world his store of erudition. "Intellectualizing the pupil," "arousing a love of knowledge per se," means merely the discovery in an individual of a desire to make use of those elements of knowledge which are more difficult to understand, or require an exceptional power of memory, or do not readily come within the daily experience of the vast majority of people.

Now, what sort of reading will be found significant for people when they leave school? Obviously, that sort of reading which is closely connected with the lives they live, that is to say, modern literature. Beside this, such classical literature which depicts lives and characters in their universal elements. How shall it be presented so that it will best function in this business of living happily? Manifestly in such a manner that the individual will continue to call upon literature as an aid after he has completed his schooling and will know where to find it so that he will always have it at his command. The pedagogical device for the accomplishment of this end is known as the type study. Consider the secondary school curriculum in this light. Modern literature does not appear except in a highly diluted form known as supplementary reading; and here the choice of books is entirely within the discretion of the individual teacher, thus allowing the instructor with ultra-classical tendencies to starve the pupils to the point of mental marasmus. Each semester of work centers about a "classic" written anywhere from seventy-five to four hundred years ago, and the chief task of the teacher is to "make" it interesting. Imagine the teaching of science

beginning with Roger Bacon as a focusing point or a course in sociology founded upon the Republic of Plato! Then again, if there is any attempt to supply an impetus and a guide for the future it is done by the enthusiast in spite of, rather than with the aid of, the curriculum.

We schoolmasters need not shoulder the entire blame, for the attitude of most parents, that is to say, of *you*, is anomalous. You ask us to fit a boy for the everyday life of the world and feel justly grieved when he flounders for several years after graduation from high school or college; yet when you enter him your first desire is that he may have culture, the unexpressed motive undoubtedly being that you wish him to carry the labels which indicate that he has had an "education." And what more glaring in its assertiveness than the knowledge of the things of long ago, the classics? So, in a sense, the public must be induced to modify its demands. Yet we can not, like the producer of popular drama, take refuge in the cry that we "give the public what it wants."

We have not been willing to clean house. We have temporized with tradition. Why not face the situation anew? The public really wants what we can demonstrate to be best. There are certain well-defined types of literature which we all use, or ought to use, or perhaps I should say, would use if we knew how; let us teach them. Suppose we distribute these over the eight semesters in the following manner: 1. Biography; 2. Reference Books; 3. Magazines; 4. Short Stories; 5. Social Science; 6. Poetry; 7. Novels; 8. Drama. The mere statement of this scheme sounds innocent enough and yet, thought of in connection with what we actually do, it is revolutionary. It opens up to the teacher pastures new and to the pupil a vision of life. The mere possibility of thinking of each new section of the work as an excursion into a new and extensive field instead of a tedious hunt among dead ruins should in itself arouse an interest such as the thought of a "Sketch Book" term as a "Milton's Minor Poems"

term could never do. The innate love of literature is insatiable but it must be fed with ample and wholesome fare and not starved upon the refinements of cuisine.

The inevitable criticism is that large types and generalization lead to lack of thoroughness, but the obvious answer is that there is no reason why the teacher can not in the proposed course treat a small section in detail as he could in the old course generalize upon the specific classic. The difference is, and it is a tremendous difference, one of emphasis. And after all, is not the question of thoroughness one of individual temperament? And is not thoroughness favored in intensive study of the classic simply because it is easier to teach? And is it not therefore more pernicious?

From another angle it may be said that thoroughness is precisely what is obtained, for concentration upon a principle with its supporting details means thoroughness of treatment such as is never the result when a topic is dealt with incidentally; for it is upon many associations built up into generalizations that the solid structure of knowledge is built. The reference book, the short story, the magazine, and the literature of social reform all fall victim to the Juggernaut of the "masterpiece." Here there is not even superficiality; there is nothing.

There can be no question but that the novel and the drama can not be postponed entirely until the last year, but the obvious answer is that just as there is supplementary reading in the old course there may be such in the new, and so these types may be read in the early years for the pure pleasure that a judicious selection will afford. Of course, it is patent that the boy who left high school after the third term would have no intensive work in the novel or the drama, and the only answer is that he does not get it now. And after all, the problem of supplying a complete and rounded education for the boy who has not the time, the money, or the brains to finish his school career is not to be solved by any juggling of the curriculum. It is another story.

The present requirements allow of little or no adaptation to the varying abilities and tastes of pupils, but a concentration upon type would do just that. Instead of imposing one particular piece of literature upon everyone, different examples of the type could well be assigned with reference to the individual.

The rearrangement of topics would in no way interfere with the aims of the old course; ideals might be inculcated, habits formed, style developed, just as before.

The details of such a scheme as this would of course be determined by circumstances and would be modified by experience, but the principle is big and deserves consideration. However, it must be remembered that this is a spring house-cleaning accompanied by all the discomforts of readjustment and is not an everyday dusting. It is a revolution, not an evolution. It is to be conducted by teachers who are molders of thought and not merely mongers of the trinkets and gew-gaws of wisdom.

Superintendents and Self-Government

BENJAMIN GLASSBERG

THE COMMITTEE on Schools, Fire and Police of the Chicago Board of Aldermen was appointed in June, 1916, to investigate the causes, methods of adoption, purposes and results of the infamous Loeb rules. The committee, however, broadened the scope of its inquiry so as to enable it to make constructive recommendations for the betterment of the schools. It received the help of such educational experts as the late Superintendent Blewett of St. Louis, Superintendents Chadsey of Detroit, Spaulding of Minneapolis, Professors C. H. Judd and Leonard P. Ayres, who testified at the hearings conducted by the Committee.

Aside from the recommendations of the committee, what probably interests our readers most is the attitude of these educators towards the participation of teachers in the planning of courses of study and in the man-

agement of the schools. This is one of the important reforms that THE AMERICAN TEACHER has fought for since its inception and which the American Federation of Teachers also demands.

When Superintendent Chadsey was asked by Commissioner Max Loeb whether he believed that teachers should have any voice in the election of the principals in their own schools, he replied, that while he was not ready to go that far he was very strongly of the opinion " . . . that the teaching body, those who are actually doing the work, should have far more to do with the creation and determination of educational policies than they have at the present time in most cities. Just how that can be worked out most efficiently depends again very decidedly upon local conditions." He said further:

Take the question of the course of study, for instance, which is a fairly good illustration, I think, because a course of study is a very vital matter to the schools. It is, from my point of view, ridiculous to assume that a superintendent, or a group of superintendents, are in any position whatever to prepare a course of study for the teachers to work by. Certainly the teachers are in a position to contribute very much more to this course of study than any supervisory officer, no matter how much of an expert he may be in theory, because they are every day working with the course of study and working with the pupils, and can see the limitations in a way that the officer cannot.

On the other hand, it is, I think, equally true that your expert official has a certain breadth of view with reference to the course of study, and certain conceptions concerning the fundamental ideas and ideals of the course of study, and the final effect, of certain lines of work upon the individual, which the grade teacher, the individual teacher, may not have; and there should be a recognition of that in the formation of the course. But there certainly should be a free opportunity for the whole experience of the teacher to come into it.

Several years ago THE AMERICAN TEACHER wrote to the High School Principals of New York City asking what they thought, among other things, of principals being rated by teachers. Some were so staggered by this revolutionary suggestion that they almost forgot to be polite in their answers. It is very refreshing, therefore, to find Superin-

tendent Chadsey urging that there should be some method whereby the superintendent "should have just as good an opportunity to judge of the efficiency of the principal, say, from the standpoint of the teacher, as he thinks he can get of the efficiency of a teacher, judged from the standpoint of the principal."

Teachers would be more encouraged and would work harder, said Mr. Chadsey, if their point of view could reach those who are actively concerned in the formation of a policy:

I do not personally see any reason whatever for any superintendent in any way feeling that groups of teachers should not actively consider all problems, and should not formulate some way for having their ideas reach in a definite way those in authority. I think also that they have a right, under such conditions, to be convinced that their recommendations do receive the most careful and judicious consideration. If they are simply tabled and ignored, they have a right to feel that conditions are not as they should be, and a right, perhaps as individuals sometimes, to feel discouraged as to the necessity of giving the best that is in them.

Superintendent Spaulding is firmly convinced of the necessity and benefit of getting the teachers' point of view:

We have a teachers' educational council, which is a very definite help to the administration. This council consists of twenty-six members, representing all parts of the city and all grades of work. . . . Thru the council we get the ideas of the teachers. The council considers courses of study or anything that is pertinent to the administration of schools. According to the council's rules the superintendent may request the president of the council at any time to call a meeting for the consideration of any subject that he wishes to bring before it; also, on request of any three members of the council, a meeting will be called to consider any matter that these members wish to introduce.

But interchange of views between teachers and the administration is by no means limited to the teachers' council. Any teacher in the city, any one connected with the schools, is invited to ask any pertinent question of the administration over signature, or anonymously; any question that seems to be of sufficient general interest will be discussed publicly by the superintendent or his associates. Anyone may attend such discussion.

Dr. Leonard P. Ayres also declared in

favor of teachers' participation in school policies. When asked as to what he thought of the wisdom of the superintendent of the board of education obtaining the reviews of the teachers, he said:

One way to construct a course of study is to start in with the teachers and by a long and rather difficult process of study, conference, and consultation evolve a course of study. It will take from three to ten times as long and involve about ten times as much work to make the new course with the co-operation of the teachers as it will to make it at headquarters without them. When the work is all done the course of study will be about the same as if it were created by the superintendent alone. The difference is that the process of making it has been enormously valuable to the teachers. When the work is done they have the personal interest in the course of study and feel that it is their own product. They respect it and believe in it. This is the way that team work is developed in a school system. The schools may be run efficiently by edict but that method does not build up a progressive and virile organization.

In reply to a question as to whether it was all worth the expenditure of time and energy, Dr. Ayres said:

Yes, and in the long run it is the only way in which a school system can become a self-sustaining organization. A dictator, like Diaz of Mexico, may run the organization very well for a long time, but he does not develop associates who can take his place when he drops out. When he drops out, the system goes to pieces. The "great man" theory of sociology is subject to the weakness that it does not provide any method by which the man will train up succeeding great men to take his place.

In the bill presented by the Committee to the City Council late in January, 1917, there is included a recommendation for a School Council. In the section dealing with the duties of the Board of Education, the Board is empowered "to provide by ordinance for the organization of self-governing councils of supervisory officials, principals and teachers, consisting of representatives chosen by the members of each group. In addition to the duty of making recommendations concerning questions of policy submitted by the superintendent of schools, such councils may initiate recommendations of school policy to the superintendent."

GREYLOCK

DURING the past summer seventy-five boys spent two full-breezed months at Camp Greylock, in the Heart of the Berkshires. There under the direction of Dr. Gabriel R. Mason the youngsters played in the fields, swam in the lake, hiked over the hills, worked on the farm, studied in the outdoor classrooms, and camped out under the stars. In these ways they found health, culture and the joy of living.

Prospectus on Request

Gabriel R. Mason, Ph.D.

1107 Forest Ave., New York City

WHAT THEY SAY

To the Editors of THE AMERICAN TEACHER:

Why are Teachers' Periodicals the dreariest failures in educational enterprise? Is there an educational magazine, exclusively edited by and for pedagogs, which does not reveal woful deficiencies? The cynic will account for the incorrigible dullness of pedagogic journals by attributing to teachers-in-general an abnormal quantum of stupidity. The more reasonable critic will find fault with the "ideals" of teachers, ideals that are sterile, academic, minutiae-bound, feebly superior, alarmingly pretentious. Teachers' magazines too often exude nothing more scintillating than the glittering scum of self-importance and pompousness. . . . The more analytic objector, however, will discover the cause of the decline in the miscarriage of noble intention. There *are* some bright teachers in our school world. Indeed, though it may surprise the non-pedagogic to learn of it, there *are* teachers who are not devoid of a caustic, self-critical sense of Humor! This mordantly gay minority, quick to ferret our charlatanry in its manifold disguises, is well aware of the magnificent diverted enthusiasms within the teacher soul

squirming to realize themselves in positive enlightening achievement. Why do we lack a brilliant journal of education? Are there no brilliant teachers? Are there no brilliant ideas in education? Are there in our midst no brilliant stylists? What ails our torpid teacherdom?

Our positions make us tragic comedians. Our most precious hours we spend of necessity in the illiterate company of babbling children. By uncontrollably subtle gradations our minds deteriorate to meet the subconscious reasonings and desirings of our polyglot charges. Our brand of humor must be adapted to the horse-play intellectuality of our children. Verily, we even learn to enjoy our comedic talents. They avail so cunningly to defeat the incessant assaults of school-room tedium. Nothing—absolutely nothing—in our school life provokes into usefulness the submerged profundity lying sluggish and unperturbed at the bottom of our minds. As the uncompensating years slip by, we, all unwittingly, assume the intellectual and moral character of undeveloped minors. We remain under-developed, spiritually and mentally dwarfed. We become as little children, peevish, self-willed, humorless, submissive, hide-bound, the spoiled offspring of self-delusion and vanity. We measure life's values childishly. We lack a sense of proportion. A minor error we magnify into a crime. An idiosyncrasy we adjudge to be a vice. We become cluttered up with prejudices, like child-egotists. We live, half-dead, below the threshold of keen consciousness, sleep-walkers in a shocking world of reality. We sleep our lives away. Our maturer mentality is simply atrophied from perpetual disuse.

Routine exhausts our inspirational moods. Repetition weeds out our more original impulses. Lowbrow (class room) felicity usurps the place of profound aspiring. We are reduced to automata. What wonder if after the day's juiceless occupation, we are unattuned, sapless, unfit for the delights and inquiries of maturity.

Because these things are drearily so, some of us (not yet hopelessly engulfed in the vapid waters of ennui) are of the opinion that one radiant hope, and only one, can now avail to reawaken the teacher intellect, to re-inspire the teacher soul. That one hope is a Magazine a-thrill with the significant adventures of our own day, a journal of radical Revisions, courageous, satiric, universal, acutely critical, a free sympathetic organ of judgment and prophecy, as passionately sincere as *The Masses*, as luminous and subtle as *The New Republic*, as inspiring and all-in-

clusive as life, the common pulsing life of our modern revolutionary humanity. That's the kind of Journal we teachers need. For the most urgent of all our lacks is Inspiration! Beyond information, beyond instruction, beyond all else, we thirst for Inspiration. Only a magazine breathing the revolutionary spirit of modernity, can quench our thirst of soul! Oh, give us an Inspiring Magazine and we shall attain to that maturer stature so becoming to the intellectual dignity of Man.

Yours for the Educational Revolution,

SOCRATES

(A Constant Reader)

* * *

Applying Democracy to Industry

To the Editors, THE AMERICAN TEACHER:

The war has upset a good number of our pet theories. Sacred pillars of our existing institutions have been rather rudely shaken and many have not survived the shock. Competition, so long petted and kept from a natural death by legislatures and judges, has fallen by the wayside; private property, sanctified by law and custom, has been taken over by governments for natural uses. Statesmen have even seen fit to endorse the movement for woman suffrage. But more revolutionary, perhaps than these great changes, is the growing recognition of the right of labor to have a share in the management of industry.

The movement for applying democracy to industry has received a great impetus. Workers in some industries have in the last quarter century forced some measure of recognition for this principle. In the men's garment industry and for several years in the ladies' garment industry, the protocol gave the workers a decided share in the management. Wages and piece rates were to be determined by representatives of the unions and the employers. The right to discharge was to be exercised in accordance with certain definite limitations. A Joint Board of Sanitary Control composed of representatives of the unions, the employers and the public, was charged with setting up decent sanitary standards and with the right of enforcing them in the industry.

The United States Navy Department, spurred on by the organizations of its skilled

workers, has for several years accorded its employees at the navy yards a voice in determining their conditions of labor. Wages are fixed by a wage board consisting of naval officers. This board holds public hearings and then gives its decisions. The workers have followed the practise of sending out representatives at the same time as the wage board to inquire what wages are paid by private establishments. If they are not satisfied with the Navy Department's decision, the Assistant Secretary listens to their appeals and dates are set aside for each of the navy yard trades to appear and argue its appeal. There is also a labor board at each navy yard composed of one commissioned officer and three employees permanently assigned to the yard, and the district secretary of the Civil Service Commission. The labor board is charged with, and is responsible for, the proper and effective enforcement of the regulations governing appointments to the navy yard service. It reports to the commanding officer any violation of the law or regulation.

The first important national recognition of the right of labor to be consulted was shown in the appointment of Mr. Gompers as chairman of the Committee of Labor of the Advisory Committee of the Council of National Defense. When the Root Mission to Russia was appointed, Mr. Duncan, vice-president of the American Federation of Labor, was selected as a representative of American labor. Upon the formation of the War Industries Board to coordinate the manufacture and purchase of war materials, Mr. Frayne, an organizer of the American Federation of Labor, was selected to represent the workers engaged on government contracts, along with representatives of the Army, Navy and "Big Business."

These appointments, while they indicate that the administration recognizes the necessity of giving labor a voice on bodies that will control large masses of workers, have by no means satisfied labor. The workers have considered them to be merely sops with which to silence their demands. The rank and file realized that they were only remotely benefited by these appointments. This was made apparent when the membership of nu-

merous sub-committees of the Council of National Defense was announced. They consisted exclusively of employers and some representatives of the public. The United Mine Workers were the first to protest against the failure to include the representatives of the miners on the sub-committee on coal. They pointed out that not only were all the members operators, but among them were those notorious for their part in the Colorado civil war of 1914. The miners insisted that to entrust their hard fought victories to such a committee would be exceedingly dangerous. They demanded representation on the committee as a protection against any possible aggression on the part of the employers. The government realized the justice of their demand and five representatives of the miners were appointed on the Committee on Coal. The Mine Workers Union, as a result, has been able to cooperate with the government in adjusting labor difficulties in the coal fields and in reducing the occasion for strikes in some cases.

Perhaps no industry is so vital to the war as shipbuilding; and yet, probably no industry in the country has been the scene of so many strikes since the war began. Several thousand have been on strike in the East for weeks. A strike vote was cast in the West that was said to involve 100,000 workers. Only a "treaty" drawn up between the government and the workers' unions has for the time being prevented the strike from taking place. The "labor treaty," signed August 25th, called for the creation of a board to settle disputes that may arise in any shipbuilding plant concerning wages, hours, or conditions of labor. This board is to consist of three members, one to be appointed by the United States Shipping Board Emergency Fleet Corporation; one to represent the public to be nominated by President Wilson; and one to represent labor, to be nominated by Samuel Gompers. It is also provided that two associate members shall sit on the board with *voting* power, one to represent the owner or owners of any plant which is involved in any dispute with its men and one to represent the workers, selected by a majority of the workers in the particular craft or crafts

directly interested in the disputed matters.

Whenever any dispute arises, the district representative of the Shipping Board is to confer with the local spokesman of the crafts involved or with unauthorized heads of any local labor organization or with the national heads of the organizations. If the district representative cannot adjust the dispute, the Shipping Board is to send an examiner to the district to bring about a settlement. This examiner must previously have been selected by the employers and representatives of those workers who are members of the unions. If this examiner fails, then the Board itself will decide the question. The Board is required to give full consideration "to any circumstances whatsoever arising after such wages, hours, or conditions were established and which may seem to call for changes in wages, hours, or conditions."

The Commission recently appointed by the Canadian Government to investigate the conditions of railway transportation in Canada, after a thoro survey, recommended among other things the operation of the railroad by a board of five trustees. The trustees are to be highly paid experts, free from political interference. One of the three members of the Commission is the president of the New York Central Railroad and another is an English railway lawyer of distinction. They recommended that one of the five trustees be a representative of railroad labor, who shall be charged to watch over the interests of the employees.

There have been expressions in the last few months by labor and other bodies of the necessity of introducing democratic methods in the management of our industries.

The American Alliance for Labor and Democracy, in its convention in September, 1917, declared that wage earners must have a voice in determining conditions under which they give service; and that they must be represented in councils conducting the war and in bodies negotiating peace.

President Johnston of the International Association of Machinists said (in a letter to the writer, August 24, 1917):

The workers are not at all satisfied with

the representation that labor is receiving at the hands of our government officials. I believe that there should be at least two or three representatives of labor on the War Industries Board, one of whom should be a practical machinist who is familiar with the production of war munitions and who is thoroly in touch with the labor situation. We contend that the labor organizations should have greater representation than has heretofore been given them on all governmental agencies, especially during this war period.

In England, the Miners Federation, the National Union of Railwaymen, and the Transport Workers' Federation are united into the Triple Industrial Alliance, numbering 1,286,000 members. Robert Smillie of the Miners, declared that there must be democratic control of industry. A. Bellamy of the Railwaymen has said:

Whether nationalization or control is decided on, it ought to be made unmistakably clear that neither system would be acceptable to railwaymen unless they were given a share in the management.

Graham Wallas, one of the most thoro students of industrial matters in England, or anywhere else, thus comments on the necessity of democratic control:

In the highly organized great industries the rights of control should be divided—some of them assigned to the State, some of them to the persons engaged in the industry, others to those who contribute the capital. Concentrated directive power has ceased. Distribution of power is a fact. What is the percentage of control is the real question.

The English Postal Associations, numbering 74,000 workers, have since 1906 been recognized by the Government and consulted in regard to wages and conditions of labor. The Postal workers have frankly announced that they are looking forward to complete control of the postal industry. They have already caused to be introduced into Parliament a bill regarding the right of the postal workers having joint control of the service. Their aim at present is limited to securing representation on all departmental committees, especially those that deal with post-war problems.

The newly organized English People's

Party, an outgrowth of the Workmen's and Soldiers' Council, formed at Leeds and representing over 1,200,000 unionists, has declared unequivocally in favor of democratic control of industry. Their platform provides:

Not only must we assure to all our workers an income on which a reasonable life can be led; we must also create conditions in which work ceases to be mere drudgery under a ruling class, whether of bureaucrats or of capitalists. By taking over the management of industry the workers will be realizing freedom and democracy in their daily labor. The nationalization of industry will not subject the workers to the discipline of a bureaucratic machine, but will enable them thru the trade unions to organize production in the interest of all. State ownership of the means of production, balanced by the control of industry by organized labor, offers the best, and, indeed, the only guarantee of individual freedom in an industrial society."

On Too Much Liberty

"The Russians have had too much liberty" we hear expressed everywhere. Thus is explained the continued retreat of the Russians in the face of the advancing German army. People sorrowfully shake their heads and almost long for the return of Czarism with its brutal autocracy. That would bring an end to the Soldiers' Committees with their insolent interference with military strategy, hitherto reserved exclusively for the "superior" officers' decisions. Power must be lodged in a dictator who will not temporize was the general view of the metropolitan press upon the news of Korniloff's revolt. They joyfully welcomed the coming of the man on horseback. With Korniloff in power, backed by the conservative better element, it would not have been possible for the ignoramus in control of the Council of Workmen and Soldiers' Deputies to surrender Russia's historic demand for Constantinople, solemnly declared the *New York Times*.

The meagre knowledge of the real condition of affairs in Russia resulted in a general acceptance of these sentiments. In view of these facts a dispatch to the *New York Sun* from its correspondent, MR. WILLIAM G. SHEPARD, is very interesting. MR. SHEPARD very clearly intimates that the exaggerated accounts of Russian disorder were inspired

by the elements backing the Korniloff revolt. The fall of Riga was really part of the scheme to discredit the Provisional Government of Kerenski. The utter demoralization of the army was prevented only by the Soldiers' Committees and the agents of the Workmen and Soldiers' Deputies who strived to keep up the morale of the soldiers, and prevent the delinquency that so worried many in the United States. If this be true it sheds a wholly new sidelight on the danger of too much liberty.

A CRISIS FOR TRIAL BY JURY

The press announces as this number is about to be printed that two teachers of Columbia University, Professor J. McKen Cattell and Assistant Professor H. W. L. Dana, have been summarily dismissed by the Board of Trustees for "seditious utterances."

Altho the present is a time when quick decisions on matters of national welfare are likely to be made, it is nevertheless also the time, as always, for maintaining whatever professional stability we have developed thru years of anxious trial. No man in our country has done more to uphold the standards of freedom in the colleges than has Professor Cattell, and none other has been more highly regarded by college teachers on account of the courageous leadership he has given unselfishly.

The war will of course go on, and the result will be differently influenced by educational crises of this kind. But the cause of freedom in education is in a fair way to meet a crisis that may well shake its very foundations.

The American Association of University Professors, as described by Chancellor Elliott in this number, stands for the principle of trial by peers and the right of the accused to meet the charges and to present evidence. Against all this the Board of Trustees of Columbia slams the door with unseemly haste.

VERY URGENT

Cut this out, sign legibly, and return to
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(Signed)

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The American Teacher's Job

THE work that lies ready for The American Teacher to do has never been undertaken by any other organ. Possibly none other is in the position to undertake it, as this periodical has done. What is the Job?

It is to strive continually to make the work of the teacher contribute toward the creation of a real profession, self-respecting and respected thruout the land.

It is to point out to our fellow workers the necessity of making our own professional standards by our own clear, honest and independent thinking.

It is to obtain from educational and civic authorities the conceded right to share in the real management of the schools, and in their ideal development.

It is to secure the establishment of humane working conditions for the teachers and for the children in the schools.

An important part of the task of The American Teacher is to lead the way in demonstrating to teachers the fact that the school is a social institution, and as such is bound by a far-reaching responsibility to mankind.

The specific responsibility of the school which the paper will try to point out as it has in the past is actually to prepare children for life, by using the subject matter that has direct relation to the stuff of life, and accurately to interpret to them the significant activities of human society.

In order to prepare teachers for the high responsibility thus indicated, and to develop in them sympathetic and intelligent understanding of life, The American Teacher will urge that teachers everywhere study the social conditions of our own time, and wherever possible learn the reality of these social conditions by actual contact.

Out of the movement which guards our professional progress and connects us with the world of life there has developed a group of educational and social ideals, to the formulation of which the editors of the paper have given these years of time and devotion. Whatever social vision the possession of these ideals implies will, we trust, give to our movement a solidity and value worthy of the social need of the time.