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Washington D C
Bureau of Education

The American TEACHER

DO NOT CUT
THIS

NOVEMBER, 1917

Schools in Politics

A Mayor's Camouflage

Among Our Allies

"A Thing or Two"

Democracy in Education
Education for Democracy

Will the Teachers Ever Grow Up?

IN the name of uncommon sense, do realize that the destiny of Teachers-in-Ordinary has been newly oriented.

Not so many moons ago, we were timid underlings, office boys and serving girls in the personal employ of self-perpetuating bureaucrats!

Today, we are grown-up men and women, nobly self-conscious, aggressive, disillusioned, wise.

Today we know ourselves as our official superiors do not know themselves!

We are group-conscious, united, politically canny, evolving into a powerful force for good.

Let not foolish modesty tie our enlightened tongues.

We are on the threshold of great realizations.

Let us but take our destiny seriously (and ourselves philosophically!) and we shall soon astound the Manipulators who sit and dawdle

in the seats of the Mighty.

The Teachers' Union is Ours to do with as suits our developing purposes.

The American Teacher (the most critical Magazine in the School World) is Ours to do with as our illuminating intelligences direct.

The Board of Education is ours (or will soon be) to do with as befits our deeper insight.

The very ideals of our nascent social democracy are ours to do with as our dynamic philosophy of so-

cial amelioration guides and inspires us to do.

We are on the eve of tremendous happenings.

To achieve greatly we must be greatly informed.

One Indispensable Organ of Enlightened Opinion among Teacher-Educators is our own---your own---The American Teacher.

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The American Teacher

Vol. VI., No. 8

NOVEMBER, 1917

One Dollar a Year

Democracy and the War

THE world is full of enthusiasm about democracy. Some of it is genuine, much of it is cant, and more of it is uninformed, parrot talk. But however real or unreal the enthusiasm is, the sum total of gain for democracy, especially for great Russia, will be vast indeed.

Altho few are talking or thinking about the chance for the development of democracy in education, it will surely come into its own there as well as elsewhere. How much the teachers themselves will contribute to the end is a question, but probably very little. When all the warring peoples come to the point of reorganizing their governments after the war, they will have the dominant voice in the control, and their representatives must possess the ability and the integrity to carry out their demands.

All down the line to the now feeble institution of education democracy must have its way, and incapacity and selfishness must meet their doom.

The Schools and the War

THE danger that seemed to threaten the schools of the country in the first weeks after the declaration of war against the Central Powers is now over, let us hope permanently. In the State of New York at least it was clearly shown that the bill which provided for the suspension of the operation of the compulsory education law was inspired and fostered by the canneries.

It was further shown that England after her early mistakes in the war in withdrawing her human resources from many of her institutions, restored the schools to their accustomed conditions as far as the losses made possible.

Manifestly it would have been the height of folly to go against the experience of our most resourceful ally. The National Board of Agriculture of England has said:

The board concurs with the Board of Education in strongly deprecating the release of children under the age of 12 from attendance at school for employment in agriculture, believing that at no time in the history of the country was the education of the rising generation of more importance.

Exemption for Educational Service

THERE may be few men teachers of conscription age who at the proper time claimed exemption because of their being engaged in educational service. Neither did the mechanical engineers or the mill workers of France try to avoid military service. But France returned these men to their vocations quickly enough when it discovered that their presence was more important behind the lines than in them.

England has not yet acknowledged her error in taking men teachers and sending them over to the trenches, but the older men who are left in the schools there are complaining bitterly of the quality of men who are now coming into the schools from the church.

Altho our American men teachers in general will not claim exemption on account of their profession, the comparatively few men in the profession and the rarity of red blood there, are conditions which should weigh heavily with the National Council of Defense when it is considering the demands of future generations.

REMEMBER!

The shots being heard round the world today are fired for Democracy!

The History Teacher and the War

OUR first duty is to teach pupils to see things as they really are. This is peculiarly difficult at a time when many people believe that a slight distortion of fact is a patriotic duty, thus failing to realize that loyalty to country and loyalty to history are best served by looking facts squarely in the face. Our second duty is to encourage our pupils, and thru them their parents, to take an intelligent and active part in the decision of public questions. Space and time having been annihilated by modern inventions, America is no longer an isolated state but one of a family of nations. If our country is to reach an intelligent decision on such great questions as disarmament, peace terms, the establishment of a league to enforce peace, colonial policy, etc., all thoughtful citizens, regardless of the partisan label that attaches to them for the time being, must be encouraged to contribute their specific wisdom to the collective enlightenment.

The finest achievement of the emancipated historian is to convert Prejudice, by means of analysis, to the status of Reasoned Conviction. Hence the indispensable value of the most extreme, unfettered discussion.

The War's Awakening

WAR kills and war brings to life. For years people meant nothing to administrators and statesmen and "leaders" and Big Businessmen except material to be exploited—workers whose labor yields profit, consumers whose purchases yield profits; pawns to move about and to pay the bills; voters to be hypnotized or colonized.

But now the everyday folks are coming to have a new meaning. They are the ones who fight battles, and they must be well fed and clothed. If they cannot be treated respectfully, they must at least be flattered. They are the ones who make munitions and supplies; they must not be antagonized. And the children of ordinary folks have taken on a new meaning.

We are very solicitous especially about the children. We have learned from those who entered the war ahead of us that the unusual conditions furnish unusual temptations to many kinds of juvenile delinquency. And unusual temptations to juvenile participation in "gainful occupations." We have also learned that the school is something more than a glorified day nursery. That the school can really contribute to the present and future welfare of the country; that children are better off in school—unsatisfactory as it is—than in the best of streets or alleys or work-shops.

And we urge the labor unions and the women's clubs to exert themselves to the end that so far as possible children be kept in school. We began some years ago agitation toward the conservation of forests and fish. It is significant of the new day that the war has aroused us to the conservation of children—ordinary people's children.

This is something for the teachers of America to ponder.

Stratified Autocracy

IT is astonishing, it is amusing, it is exasperating. But it is inevitable. You have noticed it yourself. The person who chafes and grumbles under the tyranny of an arbitrary official himself becomes a martinet when he is vested with a little brief authority. And on seeing this the autocrats who have been in authority for a longer period chuckle and say that they are justified by human nature. And the cynic gets his say, too. But both the cynic and the autocrat are wrong. The grumbler who becomes a tyrant is but a link in the vicious chain that perpetually drags its victims thru the same round of degradation. The tyrannical teacher abuses the children abandoned to his mercy for the same reasons as determine the conduct of the autocratic principal or the autocratic superintendent. When the child becomes of age he avenges himself in turn, when the teacher becomes clothed with power, he avenges himself in his turn.

It is part and parcel of the whole miserable system which assumes that success is to be

measured by the power to abuse the weaker. All who play the game must crook the hinges of the knee in one relation while they shake the bully's fist in another. The teacher who merely chafes or grumbles does not change his spots when he is "promoted." He continues to do as he has always done—he licks the boot that kicks him and finds some weaker subordinate to kick with his own boot.

Democracy contemplates the cooperation of men and women without the hierarchical distribution of authority and submissiveness. It contemplates teachers who can "control" without bulldozing; it contemplates supervisors who can guide self-respecting fellow workers without pomp and pride, without the formalities of feudalism.

Courage!

COURAGE!

If you say it in the right tone of voice it sends a thrill down the spines of live people.

It is necessary if you are to preserve your self-respect; it is necessary if you are to receive the respect of others. Look about you and you will see the homage power pays to courage. You will see that it is the brave

men and women who receive recognition—even in the teaching business.

But there is courage and courage. Courage does not mean that you are to assert your views on educational matters or on public questions when these views are at variance with the views of those higher up. It does not mean that you are to support a party or a candidate that is not approved by your superiors. It does not mean that you may flaunt heresies or plead the unpopular cause. No; thrice and decidedly no!

Courage means that you are to deal with those who are under you with a firm hand. That you are to pound the table with your fist and shake the rafters with your voice when laying down the law. That you are to denounce upstarts and innovators loudly and fearlessly. That you are to support what is, unflinchingly, and say your prayers on the street corners. That you are to send your amens without hesitation, in advance, to all that the authorities proclaim.

Thus will you receive the benedictions of the wise and powerful. Thus will your courage be rewarded. Begin by showing your courage in the treatment you accord the children. Fearlessness and firmness will lead you to high places.

RUNNING SCHOOLS

WE know only too well that newspaper reports are not to be credited implicitly. The account of a hearing granted to high school students and teachers on the subject of a lengthened school day in a certain very large city is nevertheless too much in character to be dismissed as exaggerated or distorted. According to this account the Honorable Commissioner in charge of the hearing inquired, shortly after opening the meeting, as to which of the students had participated in the "strikes," and which of them had protested to the Board of Aldermen. Had any of the students who had presented their grievances to the Aldermen first obtained the permission of the principals? He appeared to be outraged that students should have the temerity to make pro-

tests, to voice grievances. He did not appear to be impressed by the plea that earlier attempts to obtain consideration by the Commissioner and his Committee had been disregarded.

To this Commissioner, and to thousands like him, the world is made up of two kinds of people: those God made to give orders, and those God made to obey orders. Every indication of dissatisfaction with existing conditions is inspired of the devil; protest is of a piece with sedition, insubordination, anarchy. To these minds the natural resources and the institutions of the country are entrusted by an inscrutable fate. To question their authority or judgment is treason to the country, and an invitation for a torrent of abuse or more severe penalties.

The Honorable Commissioner, according to the newspaper reports, concluded the "hearing" with the declaration that neither the pupils nor the teachers of the city would "run the schools." Rather than have the boys protest against abuses in the only way that they knew, rather than have it said that the Board of Education withheld information from the public—he would have the schools closed. He did not say rather than permit pupils to be abused by administrative stupidity he would remove the principals or other guilty officials. No: rather than have students protest, he would close the schools. He did not say rather than have the Board of Education abuse its power he would resign. No: rather than have the people say that they are not treated fairly and courteously—he would have the schools shut up.

* * *

The strikes that have disgraced the largest city in the country for a long period during the fall school term are complex manifestations of unrest and chicane. It is likely enough that the responsible leaders in the administration were quite helpless before the unscrupulous fellow citizens who sought to harass them and to make political capital out of school disturbances. The unrest of the high school students, however, could have been easily avoided or adjusted by a sincere and democratic application of common sense on the part of the authorities. Regardless of the merits of the contentions, it is not necessary either in industry or in education to treat people in the cavalier fashion that has been customary in many quarters. Students are like their parents and other people in that they are amenable to a candid appeal to their self-respect, their sense of responsibility, their idealism. Instead of appealing to these powerful agencies for democratic control, the attempt was made to force upon them a new program that involved hardships and difficulties and frequently injustices. Instead of attempting to make adjustments in accordance with actual needs and opportunities, the arbitrary method was adopted, the method already obsolescent among the more progressive shopkeepers and construction foremen.

The Honorable Commissioner and many of his colleagues, in all parts of the country, still have to learn that the schools do not exist for the purpose of giving them an opportunity to manifest their public spirit, or to exercise their lust for power. They exist primarily for the children, not for commissioners, nor for teachers, nor for contractors. The Honorable Commissioner has also to learn that both children and teachers *must* be taken into account in the running of the schools, whether he likes it or not. There are, it is true, many teachers who have not yet awakened to their power and to their duty in these matters. But they are awakening.

In justice to the Honorable Commissioner it must be said that he showed no discrimination: that is to say, he did not treat the students any more arbitrarily than he did the teachers.

The American Federation of Teachers

PRESIDENT CHAS. B. STILLMAN of the American Federation of Teachers has sent to the thirteen local teachers' unions of the country a "get-together" letter.

Within the last few months charters have been issued to four new locals. These are the Manual Training Teachers' Association, No. 10, of Washington, D. C. (the third union in the capital city), the Punxsutawney Federation of Teachers, No. 11, Punxsutawney, Pa., the Hamilton County Federation of Teachers, No. 12, of Chattanooga, Tenn., and the Bi-County Federation of Teachers, No. 13, of Fayette and Westmoreland Counties, Pa.

The year has been a strenuous one for the A. F. of T., the most serious incident of which has been the forced retirement of the Chicago Teachers Federation. But the setbacks or even apparent failures of revolutionists never seem to discourage them permanently.

The Teachers Union of the City of New York has sent to President Stillman a cordial invitation to hold the Annual Convention in New York. If the invitation is accepted, let every unionist among the teachers make arrangements to visit the metropolis in the week of the Christmas holidays.

The Schools in Politics

HOW can self-respecting men and women support a political organization founded on the principle that public office is an opportunity for private graft and jobs for the faithful?

How can self-respecting teachers support administrative policies that subordinate the welfare of the children to the greed and pecuniary advantage of professional exploiters?

There is confusion enough thru the effort to veil fundamental issues by means of beautiful bunting. There is confusion enough thru the tension and distraction of the war. But while the professional politician may legitimately enough take advantage of flag waving and smoke, why should those engaged in the business of education allow themselves to be confused and distracted by the politicians?

The fundamental confusion lies within ourselves. It lies in our failure to ask ourselves what we conceive the purpose of the city to be. Is the city a business organization intended to protect life and property against fire and thieves and thugs, or is it a community administration for the advancement and enhancement of human life and human values? Do schools exist to give jobs and contracts, or are they intended to do something for the children? Is a controller hired merely for reducing tax rates, or has he anything to do with making the city a better place for men, women and children to live in?

If we cleared up our own minds on these and similar questions we should not be so readily corrupted into accepting as necessary a "choice of two evils."

* * *

For the first time in the history of American politics the voters of a large city—and the teachers of a large city—have before them fundamental issues, if they will but stop to face them. There is offered first of all the principle that "regularity" in party politics is sufficient guarantee of soundness and sanctity. If you are a "regular" republican you have only to vote for the regular republican nominee, and let the machine do

your thinking and take the responsibility. They have next a combination of the principle that the alternation of parties in power is an adequate check upon incompetence and inadequacy, and the principle that a "party of the people" is a party that will corrupt and cajole the people. If you are dissatisfied with the Mitchel administration, vote for Tammany: you may be quite sure that a Tammany administration will be different. If you favor "the people," vote for Tammany. You may be sure there is nothing high brow or finicky about Tammany. Tammany is none too particular. In the third place there is offered a business-like administration for the business interests, and those who do not like it may move elsewhere. If you want honesty and efficiency, vote for Mitchel. Finally, there is offered the unheard-of issue of the city for the people. We are asked to vote on the principle that the city is to be conducted for the people who live in the city, not for the people who make a business of dealing with those who live in the city. We are told that schools should be built to accommodate the children, not the need for paring the budget. We are told that health and recreation and protection against hunger and cold are the concerns of the city, no less than protection against fire and burglary and ignorance. If you want a city run for the human beings, you are asked to vote for Hillquit.

* * *

The war has put socialism on the calendar.

The socialists failed to stop the war. Just as did the scientists, the Christians, the Jews and the financiers.

The socialists have been severely denounced for their failure to stop the war. Just as they were previously denounced for

There is danger that we shall find our own minds distracted and our long-cherished moral values disturbed by the events of the war, but there is greater danger that we shall fail to take advantage of the new values that are rising, that we shall be blind to opportunities for spiritual enrichment and industrial renovations, that we shall go on living and teaching in a narrow, selfish, horizon when the most momentous days in the world's history are coming to one eternity and going into the other.—JOHN H FINLEY, Commissioner of Education, New York.

having made efforts to prevent all wars.

But in every belligerent country, with the possible exception of Turkey, it is coming to be generally recognized that we must turn to socialism both for organizing a way out of the war and for reorganizing our civilization after the war. This does not mean that the socialists are actually the ones engaged in seeing us thru. It does mean, however, that those responsible for the conduct and conclusion of the war feel themselves dependent upon the thought and the inspiration of socialism.

In the midst of the hysteria and hatred, in the midst of suspicions and jealousies, in the midst of corruption and bungling, we find no sign of clear thinking, we find no evidence of constructive programs, except in the socialist movement.

* * *

The teachers of America have been for the most part brought up on the individualism of the early nineteenth century. They have for the most part looked rather superciliously upon ideals and reforms imported from abroad—except purely academic ones. They have been content for the most part to accept a measure of democracy that assured the enterprising individual a chance to carry on business.

But these teachers have also been working directly for the public, and they have used the postal service and public libraries. They are quite prepared to project the principle

upon which they do their work to other types of necessary service. They are not going to be dragooned into a panic with the suggestion that "socialism" is the coming slavery. The last three years have been prolific of stimulus to thought: now if ever must we bring forth the fruit of our labors. Are we ready to extend the ideal of the public school to the management of all of the public's affairs. We must either accept this principle or renounce our claims to respectful consideration as teachers.

The Symposium

IN June, 1917, we announced the plan of inviting our readers to present their criticisms of *THE AMERICAN TEACHER* in a constructive way, and to present these criticisms from time to time as a symposium. If readers who are willing to help the cause of the paper in this way will write their impressions in convincing form, we shall be glad to print them. The American Teacher's Job, the first of the series, appeared in the October number. This is Number II.

THE MISSION OF THE AMERICAN TEACHER

THE teacher of to-day lives in his classroom oblivious to the economic, social, and political forces that are changing the history of the world. Whether these forces will result in the intellectual and economic emancipation of America or in its temporary enslavement depends on the teacher. He should welcome and guide these movements into proper channels thru his influence on the citizens of to-day as well as on the citizens of to-morrow. He should be the interpreter of the forces that overturned the greatest of modern despotisms, liberated millions from dynastic fetters and socialized monarchical Europe at an unprecedented rate. It is the duty of *THE AMERICAN TEACHER* to rouse the traditional pedagogs from the slough of despond and academic helplessness into which our misdirected and visionless educational institutions and autocratic boards of education have cast them, to show them the vision, its glorious possibilities and *their*

We must look to the end of this great business. We at home must fight for democracy here as well as our armies for it abroad. In the midst of our military enterprises we must be equally loyal to our own political theories here. All this vast reorganization of industry must be made without the loss of the great physical and social gains, which we have achieved in the last hundred years, mostly years of peace and fruitful effort and toil.

We must not allow the hours and conditions of people who work in factories and workshops to be upset and interfered with. We must preserve the sweetness of our rights. We must agree in deeds of grace here, as our soldiers do deeds of grace on the other side. . . . And when those heroes step off the boats and come ashore and tell us that they have won the fight for democracy in Europe we must be able to tell them in return that we have kept the faith of democracy at home and won battles here for that cause while they were fighting there.—NEWTON D BAKER, Secretary of War, July Fourth Address, 1917.

opportunity to inaugurate—a new educational renaissance which will result in *their* liberation and that of the workers of America.

Our Hearty Congratulations

The following statement has been sent by seven associate superintendents of New York to City Superintendent Maxwell:

You sent [your] statement to the governor of the state and to the president of the board of education, but you did not extend to your colleagues the courtesy of giving them a copy. If a president of a board of education, a chairman of a board of trustees, or any person related to an organization as you are to the board of superintendents should distribute a statement like this affecting his associates, it would seriously impair his reputation for courtesy and fair dealing. The other members of the board of superintendents are elected in the same manner as the chairman is, and in specified powers and duties are purposely given by statute an equal voice and responsibility in order that decisions upon important matters may be safeguarded from the individual dictation of one person.

You charge the board of superintendents with the retention of inefficient teachers, although you are fully aware that the board of superintendents can not dismiss a teacher, that neither the board nor any one of its members can even prefer charges against a teacher. The charter and by-laws give the superintendent of schools alone the "power to direct a district superintendent to prefer charges against a principal or against a teacher for gross misconduct, insubordination, neglect of duty, or general inefficiency." In addition to this for fifteen years you alone have had the power to make a teacher's license permanent or to revoke it before it is made permanent. Therefore, implication that the board of superintendents or the associate superintendents have the power to remove a teacher or to initiate steps looking towards the dismissal of inefficient teachers is wholly without foundation.

Your charge that the board of superintendents has advanced in salary teachers who have not earned it by efficient service is answered by the record of the action of the board of superintendents in approving teachers for merit and fitness under very rigid, uniform rules to govern all cases. These rules were made after most careful deliberation.

You charge the board of superintendents with making injudicious selections of district superintendents and high-school principals. Such nominations are always made by a majority vote of at least five members. By this course there is less liability to error in judgment than if one person had the power. Action on all these matters has always received careful consideration, and the decision arrived at is a consensus of opinion. Majority rule does not necessitate "compromises between opposing opinions," resulting in the selection of inferior candidates. It means that after a careful consideration of all the conditions involved an agreement is arrived at that appears best to a majority participating in the selection. This surely is a safer and saner course than to follow an arbitrary decision made by one man.

* * * * *

We keep prominently in mind the fact that the chairman of our board has suffered from a grievous physical misfortune, sufficient to impair the temper and judgment of almost any man. During your protracted illness every member of the board has felt the fullest measure of sympathy for you and willingly shared your official burden in order to give you ample opportunity to regain your health and strength. If the action herein specified were of an impairment of health, it should be passed over with regret and forgotten. But there have come to the board of superintendents so many intimations of your loose condemnation of its members in your conversation and communication with others, that it is difficult to consider the present instance an unusual case, due to extraordinary causes. In objecting to your present action we do not wish to lose sight of your honors, nor to seem unmindful of the respect due to the head of a great system of schools. We have in proper degree deferred to your desires and opinions; we have supported you when we have believed you were right; we have been carefully considerate of your views of school questions. In the present instance an acquiescence by us in your published statements would be detrimental to the cause of public education.

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A MAYOR'S CAMOUFLAGE!

J. EDWARD MAYMAN

There is not any group in New York that is better treated than the school teachers, and it seems to me that it ill becomes the teaching staff to try to wreck an experiment that means so much in the future lives and the future development of children because that experiment requires an hour or so more work on the part of the teaching staff every day.

Thus spoke the "best mayor New York City has had in the last fifty years," when he addressed a group of citizens at a political meeting. Need we adduce proof in support of his statement? No, not much. One or two instances will do.

First, as to the better treatment that we are getting. At a recent hearing before his Honor's (pledged) Board of Education, the Teachers' Union presented indisputable evidence that the teachers were suffering on account of the high cost of living and the progressive decrease in the purchasing of their stationary salaries. None of the facts or figures was challenged. In fact, members of the Board of Education, in private conversation admitted that the situation was alarming, and that something ought to be done at once. The special committee that was appointed to investigate and report on the matter of salary readjustment did not think the whole matter important enough even to hold a meeting before the lapse of three or four months. In this interim the most influential member of the committee, when asked whether due consideration was being given to the plea of the teachers, replied: "Yes, but not serious consideration, I hope." Aren't you ready to admit that the teachers are treated "better"?

Well, here is another instance. Late in August, about six months after the salary hearing, the Board of Education adopted its budget for 1918. Not a cent was included for increases in teachers' salaries. But before the meeting was over, the generosity of the Board asserted itself. Said one member: "*Owing to the extraordinary conditions confronting us in the present*

national crisis, I am sorry to state that we could not recommend a general increase in teachers' salaries. We do recommend, however, an increase in the initial salaries of elementary school teachers." And, without a dissenting vote, the recommendation was adopted. The increase for the teachers, the great majority of whom have no vote, amounts to exactly (don't let it stagger you) eight-tenths of one per cent. In numbers it looks like this: 0.8%. Isn't his Honor the Mayor right? Well, then here is the rest of the same story. A few minutes before the meeting was adjourned, another member of the same board rose to this: "*Owing to the extraordinary conditions confronting us in the present national crisis*, which has caused considerable hardship to our janitors, I recommend that the Board of Education ask for an increase in the payroll for janitorial service of ten per cent." The recommendation was adopted. The janitors, all of whom vote, were allowed an increase of ten per cent. In figures it looks like this: 10%.

Those of you who are mathematically inclined, will not be prevented from doing a little figuring now. Need further proof of the correctness of the Mayor's statement be given? But if you insist so strenuously, we shall have to let you in on this one: At a recent hearing before his Honor the Mayor, in the matter of ratings, one of the teachers tried to show that unjust ratings eventually hurt the children. The mayor was deeply moved. Interrupting the eloquent speech, the mayor said, "I am inclined to view with suspicion the teachers' regard and concern for the children." The speech was cut short. The hearing closed. The teachers were again treated "better" by the mayor himself.

And do you now dare question the mayor's sincere regard for the teachers? How can you challenge his statement that no group of employees is treated better than the

teachers? It ill becomes you to show such ingratitude, even tho the teachers are paternally shielded from the evil effect that is to come from an alleged increase of 10% to nearly all other city employes.

The mayor "proves" that the teachers have not the best interests of the children at heart. He charges them with malicious intent to wreck an educational experiment just because they are required to put in an hour or more of service every day! He has the facts. He marshals them with consummate skill! But what are the facts?

About two years ago it was decided to experiment with the work-study-and-play, or Gary scheme of education. A huge amount of money was appropriated, and buildings were put in physical repair for the working of the plan. Committee after committee went to Gary, Indiana, to study the scheme in actual operation. Glowing reports, and let it be understood, truthful reports, were made upon the wonderful work that was being done there. The teachers read these reports with a good deal of interest and zeal. When the time came for the actual installation of the plan, they were glad to have the opportunity to take part in a wonderful educational experiment. They expected a beautiful school house situated on spacious grounds as in Gary. They expected to work in the print shop, the machine shop, the carpenter shop, the foundry, the plumbing shop,

the art room, the music studio, the zoo, the garden, etc., etc., as in Gary. They wanted the wonderful opportunity to enrich the curriculum so that school would have a deeper meaning to their children, as in Gary. They yearned for the professional freedom, and for the exercise of initiative, as in Gary (?). And they were even willing to work longer hours without further compensation, as in Gary. They really and truly wanted to conduct an educational experiment in a scientific way, even tho it meant a sacrifice for them. It was an unprecedented opportunity and they wanted to make the most of it. Why not? They had nothing to lose, and everything to gain.

The experiment was finally launched. About a dozen schools were to participate in the trial. It did not take long to discover that New York was not to have the kind of school Gary has. Instead of the five, six, or seven shops that one finds in a Gary school, the New York school was to have two or three. With a single notable exception none of the experimental schools was to have any grounds or increased play space. The studios and art rooms were conspicuous by their absence. In fact the Gary plan was not introduced at all. Only a part of it was adopted. And that part is by no means the most attractive or most desirable.

The teachers allowed themselves to believe that they were to experiment with a system that seemed ideal. But instead they found a botched imitation of the Gary School that is neither new or old, neither Gary nor New York. It was something that ground them harder than ever, that tired them more than ever, that dampened their spirits, that worked them beyond the limit of human endurance, that shattered their nerves. On top of all this they heard those responsible for the plan urging its further extension primarily on grounds of economy. Educational considerations were subordinated or entirely ignored. The cry was "20 per cent more time for children—10 per cent less cost for instruction—40 per cent less cost for building and equipment." Is it any wonder that the hard-headed business men in the Board of Education and in the Board

Degradation

School teachers have in all ages been mediocre in intellect and incompetent. Leibnitz is regarded as a dullard and Newton is considered as a blockhead. Never, however, in the history of mankind have school teachers fallen to such a low level of mediocrity as in our times and in our country. For it is not the amount of knowledge that counts in true education, but originality and independence of thought that are of importance in education. But independence and originality of thought are just the very elements that are suppressed by our modern barrack-system of education. No wonder that military men claim that the best "education" is given in military schools.—Boris Sidis, in *Philistine and Genius*.

of Estimate were anxious to adopt the plan? They are not the educators. They are not the judges of an educational experiment. They did not even take the trouble to find out from the teachers, the only ones who really know. But the saving of dollars is something they could not resist. Hence orders went forth to extend and extend—what? The Gary plan? No. "There ain't no such animal" in New York City. Extend the scheme that will save the building of new school houses and thus save money. Never mind the educational crimes committed. Never mind the overburdening of the teachers. They have no votes. And their protests can be easily pigeon-holed.

At this writing it is planned to put the "travesty on the Gary plan" in operation in more than one hundred schools. What justification there is for such extension no one knows. The experiment that was so auspiciously started with the aid of the teachers two years ago was never completed. There is no pretense of ever completing it. The things that made Gary famous are only heard of in New York. It is not a Gary plan that is being introduced. It is an economy scheme that is being foisted on the innocent public. The children don't derive any greater benefits. The teachers are overworked. The parents are grumbling. The proponents make excuses and apologies. The opponents make political capital.

But the Mayor says that the teachers are wrecking an educational experiment. But he fails to say that the teachers were at first willing and anxious to make sacrifices in order to carry out the experiment. It was they who said: "This is our opportunity

to do some real service to society, and bring a blessing to our children." And they sacrificed. And they served. And they suffered. But all in vain. The wreckers of the experiment are not they who have so freely given of their labor and vitality. The wreckers of the experiment are those who perverted an educational scheme that seeks to make concrete Dewey's ideals into a sordid economy scheme—a brutal economy scheme that disregards the best interests of the children, mercilessly grinds the life out of the teachers, and evokes public suspicion. Is it conceivable that the mayor wants the teachers to be a party to this wretched piece of business? This in spite of the scornful and contemptuous treatment they received at his hands, or at the hands of his haughty associates. The teachers refuse to participate in a game that is not "on the level." Furthermore, they are beginning to realize that the time has come for them to resist with all the power at their command all attempts to "jam things down their throats."

The awakening is coming. Nay, it is here. The teacher is about to take his rightful place in the social development. He knows the public mind. He is the curator of the public's greatest and noblest asset. He must take it upon himself to protect the public thru the propagation and dissemination of ideals of wise living, and thru unconquerable opposition to all political tricks camouflaged by insincere professions of "social justice" and "efficient management."

At present the teacher is a mere employee to be trifled with. But a newer and brighter day is dawning. Teachers, are you ready to make the most of your opportunity?

The Value of the Teachers' Union

SAM SCHMALHAUSEN

DeWitt Clinton High School, New York

Everybody knows that the skilled workers of the world have finally revolutionized our autocratic industrialism by the institution of the technique known as Collective Bargaining.

No employer in any of the skilled industries would dare to modify ever so slightly

the conditions (wages, hours, etc.) under which the craftsmen labor according to agreement *without consulting the wishes and expressed desires of the whole group to be affected.*

Collective Bargaining is the decent principle of give-and-take that underlies all those

mutually helpful relationships which characterize the transactions of self-respecting men.

The skilled workman knows his rights, knows how to assert, and if necessary, to defend them intelligently, knows in brief, how to win the respect and reward due to self-conscious, powerfully integrated, collectively-free men.

Can we teachers—constituting one of the oldest (and most valuable) of the skilled industries—claim for ourselves a like prerogative, a like control over our collective destinies, a like respect and reward in proportion to our worth and our position in society?

Are we teachers of any importance? If, indeed, we are so esteemed by those in authority "over" us, why have they utterly ignored our counsel, our reactions, our judgment, our interest, our Say in so vital a matter as the lengthening of the day?

Think of the humiliating low level to which our school administration has fallen when, after a pre-arranged unanimous vote, without any discussion whatsoever, the Board of Education of New York was willing to go on record as sanctioning the longer day for the High Schools. The two most important groups to be affected, the pupils and the teachers, were not consulted; only completely ignored. Are Teachers of any importance?

* * *

Would an employer of the commonest sort of skilled labor venture on his own unassisted initiative to alter, to their disadvantage, the wage or time schedule of "his" employes? Would he so far forget himself as to ignore as of no intrinsic importance the opinions and rights of those who were to be most deeply affected by any drastic innovation?

How account for the fact that the Board of Education and the Board of Superintendents hold us in so slight an esteem, in so frivolous a regard, as to consider it of no importance whether we teachers are favorably or unfavorably impressed by changes wholly disadvantageous to our professional interests, our professional welfare—changes mind you, superimposed by bureaucratic will? Are we Teachers of any importance?

If we are so deemed, why are we not consulted in matter of SERIOUS moment? Is it not about time that we were heard from?

Do you know why the Real Estate interests are respectfully listened to—while we are utterly ignored?

Do you know why Big Business is respectfully listened to—while we are utterly ignored?

Do you know why Organized Labor is most earnestly attended to—while we are contemptuously side-tracked?

Do you know why any Purposeful Group is more powerful than we teachers are?

The answer is simple enough. We teachers lack a centralized, self-conscious Control. The only honestly socialized body now in existence to which we can—and should—pledge our deepest support is The Teachers' Union!

Whatever apparent or real defects mar the idealism of The Teachers' Union at present are easily remediable. At heart, as even its most unsympathetic critics are obliged to concede, The Teachers' Union is a sincere organization, genuinely democratic and open-faced, progressive and aggressive, a Force to be reckoned with in our autocratized school system! Remember that, if you please!

There's no time like the present time for joining The Teachers' Union. You understand why . . . Between the "ordinary" teacher and the too-long-surviving Bureaucratic Officialdom there is being brought to a consummation most devoutly to be wished for, an ancient irreconcilable conflict (of opinion, based upon a conflict of power); and the essence of that ancient conflict is plainly this: *Shall the Few be Permitted to Continue to Use the Many as Tools for the Realization of Plans and Purposes Conceived, Not in the Minds and Hearts of the Teachers, But in the Obscure Brain of the Manipulating Few-at-the-Top?*

There's no time like the present time for joining The Teachers' Union. You understand why. . . Your membership in The Union gives you real power (in place of mere Influence). The growing strength of The Union means inevitably the growing strength of Democracy in Education. The Union represents *Organized Intelligence*.

The Teachers' Union can gain for the socialized teaching body every wholesome and righteous demand which the collective wisdom of the members may fashion.

This is the most strategic moment in the history of our school system. Every teacher, be he conservative or radical, feels a throb of exhilarating might. Oh let us not commit the inexcusable folly of allowing that strategic moment to slip by, untouched, unrealized, unachieved.

The Teachers' Union calls to you in a voice fraught with fine promise for the future of *Democracy in Education!*

Come, awakened Teacher-Educator, join us!

The Death of Concentration

Who Killed Concentration?

CONCENTRATION was dead, and all the birds of the air and all the forces of the earth came to do him honor.

"I," said the Lady, "I did it with my social functions and my yearly trips to Europe. I killed Concentration."

"I did it," said the Highbrow, "with my lectures and reading and my uplift, not to mention my philosophical systems and vague superiorities—I was the one who killed Concentration."

"Sorry to interrupt," said the Parents, "but we really did it. We insisted upon having so many distracting things in the house, not to mention putting on more style day by day, that we were the chief, if humble, instruments in the hands of an all-wise Providence who did away with Concentration—we are the proud authors of his dissolution."

"I did it," said the Tango, "with my restless midnight spirit; of course I did it. I killed Concentration."

"Which reminds me that I am the one," remarked the Movies. "Yes, I did it with my cheap realism; how could Concentration live after I came on the stage? The mere suggestion is absurd. I accomplished the demise."

"Pooh!" sang the Phonograph. "Wasn't I before you? I started his death, all right. I guess I know. I killed Concentration myself!"

And then they all bowed low, and took a back seat as the real author came.

"I did it, didn't I?" said the School System, and Concentration, rising out of his coffin, remarked post-humously:

"Believe me, it was you, all right."— *Life*, September 27, 1917.

Pedagogical Portraits

THE IRRATIONAL DETECTIVE

I KNEW him when I was a mere boy under his teacher-tutelage. He was infectiously human then. We loved him because he seemed to be less concerned with the unspeakable Latin he was being well paid to inject into us than with the simple humanity of acting the big brother to a group of green youths. We loved him then, for he was our faithful friend. That affectionate epoch is buried in an almost completely forgotten past . . . I recall, not without a sense of tears, how intimately tied he was to us in all those little momentous affairs of the soul which differentiate and exalt the finer confidence of men. We were perfectly at ease in his presence; he was unaffectedly close and communicative in ours. Teacher and pupils were well mated.

I remember most vividly the day on which he came into the class a touching sight, some unhappiness too heart-breaking to bear alone lying sadly on his lips, a broken man in need of consolation and fellowship. Intuitively, we went out to meet him in his woe. Our overflowing silence must have caressed his muteness eloquently, for suddenly the silence grew tenser, trembling with a deep anxiety. We were silent as the moonless night. Quietly he confided to us; he told us about his wife denied even twenty-four hours of life: she had undergone a terrible operation from the effects of which she had not the vitality to recover. The doctor had assured him in no indecisive terms that his wife had hardly one chance in a hundred to live thru that night. As he unfolded his story of tortured nights spent at her bedside, the weary forced attempts to simulate gaiety in the class room, the agony of living without her, we, sad-eyed and heavily mute, ignorant of life and love and passion and pain (we were youngsters of sixteen) could only respond in our own visionless way, blindly, lovingly, re-assuringly. He broke down and wept like a little child. We were a pathetic dumb fellowship. . . We loved him in those tender days.

Now he walks the neighborly halls an utter stranger to our loves, a feeble victim of our

hates. Several of his students have become colleague teachers, remindful of the beloved instructor of other days, distrustful of him whom time and the poisonous power of prestige have transformed into the sycophant of now-a-days . . . Life carves out cruel destinies for ambitious men. Men obsessed by the love of privileged status swiftly forget the scrupulous respect for the civilized courtesies of more virginal days. The passionate desire for authority over one's fellowmen is the dread beginning of self-degradation. The ineradicable blindness of the aspiring mortal is the keenest tragedy of which the dramatic page holds the record. The foredoomed destiny of manipulating man is writ large in the broken wills, his heritage of evil-doing scatters among the resentful sons of men. The ambition of little men is the assassin of the joy of living.

. . . Our proselyte-sycophant is a merciless detective now. He specializes in vice-crusades. The beam in his own eye never offends him; the mote in the other fellow's eye is endlessly fascinating. He has become an inquisition-expert. His most appetizing interest lies in detecting young sinners, frightening the scanty wits out of them, forcing their inept intelligence through a cross-examination equal in malicious intention to the murderous "third-degree," punishing them hard-heartedly to the limit of the "law" in the distorted case. The exercise of uncensored autocratic authority has soured his more generous impulses, stiffened his natural good will, depraved his sense of humor, unmanned his native humaneness, spoiled beyond rehabilitation his reputation for forethought and discriminating mercy. He behaves as though the cruel unpremeditated impulses congenial to childhood had been unappeased in playful boyhood pranks, deferred until a weazened maturity for unalloyed satisfaction. The man whom we once loved in our innocence, we now pity and often condemn in our bitter knowledge of reality.

Self-delusion never ran a more bizarre course. The Irrational Detective honestly thinks himself a savior of the race of adolescents. He takes credit to himself for hav-

ing "broken" the "bad" boys of their criminal habits. His method is very direct and theatrical. The accused boy (often a hardened first offender of fourteen summers) is ushered into a special room, usually in the consoling presence of veteran criminals (ages 14 to 18), where callousness accumulates and children decay. The flustered juvenile is ripped open mercilessly that his heinous offense against man and God may smell the more offensively to high heaven. After the poison gas of ridicule, sarcasm, flint-edged abuse have done their putrefying work, the gangrene of self-humiliation sets in leaving the victim a poor, wretched, impotent thing.

The most appealing aspect of this excruciating process is the startling simplicity of the theory of "justice" animating it. There is no jury of peers—the irrational detective is convinced of its superfluousness. There is no division of functions (to which the anglo-saxon jurisprudence has been accustomed for only about seven hundred years): *He* is the persecuting attorney, the imaginary jury, the chief witnesses for the defense, the most damaging witness for the prosecution, the learned Judge, the prison warden, the lord high executioner—*He* is the incarnation of all the seven plagues. In one of the largest (and most evilly managed) High Schools in America, this sinister caricature of justice is permitted, aye officially encouraged, to besmirch the student sense of fair play. The partial personal "justice" of the days of the gude king Canute survives almost intact and unimpaired in the maleficent discipline presided over by our irrational one. Grotesquerie could invent no mockery more offensive than this miscarriage of social justice.

These star-chamber proceedings are never published in the minutes; they remain secret and unapproachable. They are a dark and untranslatable page both to pupils and teach-

THE RAINBOW

Is it too revolutionary to say that the children will not come into their own until the teachers do? No, but it may be truer to say that the teachers will not come into their own until the children do.

ers. No impartial person sits and notes down the judicial truth in the case. It appears to be nobody's business (but the irrational detective's) what transpires; whether the demands of justice have been honorably and dispassionately fulfilled or whether they have been meanly disregarded. Who knows? (The reader may be interested in knowing that the gentleman in autocratic control of these high-handed proceedings—in that evilly-governed High School—is a physical and mental wreck. He is a pathetic sight: several times within a few years he has broken down, he is hysterical and uncontrollably violent-tempered. To oppose his will is to invite for the boy-defendant an ungovernably fierce denunciation of his most innocent peccadilloes. Our chief Persecutor—theoretically in charge of a Department, actually a free-will agent in charge of himself and of his mischief-making inquisition—recently boasted to a group of astounded pedagogs that he had heard Billy Sunday thirty-seven times!!!)

There he stands, evilly-significant, a tribute to the life-forces of power and prestige, a revelation of the dastardliness of the human spirit unredeemed by social sympathy or by personal wisdom, a clinching proof of the irresponsible egotism of man unimpeded in his prejudicial sway over the destinies of simple creatures strangely unconscious of their human rights.

Of all our institutions, only the School lags wilfully behind a naughty blockhead, opaque to shafts of enlightenment. The school is still the prison barracks. Individuality is blighted (how not?—the pedagog is rated on his success in automatizing the student-mentality); curiosity is straight-jacketed; originality is surveyed with book-wormy suspicion; freshness and frankness and informality and eccentricity are penalized as vagrants, unworthy of probation and the tolerance sprung from good-humored cordiality. Only the institution of the school defies rather too successfully the counsels and strategies of modernity. In no particular does the school so callously disclose its cramped mediaeval bias as in the degrading practice of its punishments: punishments at once unfair and unachieving. In relation to

the problem of punishment, our school system is only second to the prison house in respect of the petty vindictiveness, the unwholesome tyranny of its code of right and wrong. The school awaits its Social revolution.

SOCRATES.

Education Among Our Allies

RARE is the day that we do not read that somebody is going over to France or England to study something or other so as to come back to tell us how it ought to be done. Much of our national policy has been the outcome of overseas experience. If the war is to be won and mistakes avoided, then such precaution is of enormous value; but there seems to come with it a curious twist that leaves all the advantage with the moneyed interests. Conscription of men comes upon us quickly and surely, but wealth is whipped into service very slowly for fear of disrupting "business." Food control for immediate military purposes is a rapid development, but regulation for the benefit of the small buyer is not yet with us altho English experience clearly pointed to its need and distress is already upon us. Educators have been studying the schools ever since war was declared and have come back to tell us what to do. The net result so far as can be observed in actual changes seems to be summed up in the longer day, military training, pedagogical bond sellers, instruction in Red Cross sewing and a general damning of the previously much-lauded German educational philosophy.

Well, what *are* the Allies doing? In August Parliament voted an additional sum of \$17,000,000 for elementary education, which was to be used, as was made absolutely clear by Mr H A L Fisher, President of the Board of Education, *to raise the salaries of teachers*. Think of it, after three years of war, when, in the final drive for victory, we should expect every penny to be put into ammunition, seventeen millions are voted to increase the remuneration

of teachers! Nor is the disposition of the money to wait upon the formulation of elaborate schedules, but the government recommends that in the meantime some of it be paid on account, and (can it be true?) that the operation be made retroactive as regards any balance remaining on hand. We feel that we can do no better than quote Mr Fisher, warning you, in the words of *The London Teacher*, that "these are not the words of a debating society President of the Board of Education. These clear-cut, biting propositions are not comparable with the eloquent periods we used to listen to in the local Parliaments of twenty years ago. It is a great administrative officer of the Government who is talking."

We feel that no system of public education can be satisfactory which does not repose on the cooperation of a body of devoted, capable and well-trained teachers, and that the first step towards educational reform is to attract good men and women into the teaching profession. The Government has come to the conclusion that the financial position of the teachers in our elementary schools is unsatisfactory and that it should be improved, and to this end a large additional sum of money has been recently voted by Parliament for elementary education. We do not intend that this grant should be spent in relief of rates. We propose that it should be chiefly spent on the augmentation of teachers' salaries. It is sometimes urged that the education given in the schools is not good enough to justify higher salaries. That is a vicious circle. You cannot get good education without good teachers, and you cannot get good teachers unless you are prepared to pay for them. We have thought fit to indicate the minimum salary which should be paid to certificated and uncertificated teachers. We cannot allow teachers in our national schools to be exploited at a starvation wage. And here let me add that I shall not consider that I have placed the financial position of the teaching profession on a satisfactory basis till I have succeeded in securing adequate pension for all classes of teachers.

Speaking of the government recommendations mentioned above, *The London Teacher* says:

Who, in their wildest dreams, ever expected a Board of Education circular to be addressed in such terms to Local Authorities? The "economists" of School Board

days—we have no doubt some of them are still about—must have felt something like "shell shock" when they read this revolutionary circular. What will they say when they read Mr Fisher's speech repeating with emphasis all that was said in his circular and going beyond it? "*We do not intend that this grant should be spent in relief of rates.*" Poor old ignorant Bumble, who once tried to dominate the School Boards! That it should have come to this! His zeal for the ratepayer scorned and despised! The President of the Board of Education going about the country telling the people to have nothing to do with him!

What can we add to that? After all, war has its compensations, and if only the lowly among us could hobnob with our allies and swap the ideas that have been the product of the economic stress which the war has brought about, we might import some radical thoughts and make of the schools the throbbing human universities that they ought to be.

In the meantime, when is Mr Fisher coming to see us?

VERY URGENT

Cut this out, sign legibly, and return to
The American Teacher, 70 Fifth Ave., Room 909

LOYALTY PLEDGE

I, the undersigned, a lover of ideas, do herewith gladly promise to contribute to the American Teacher the sum of \$..... per month for 1917-1918.

My initial contribution is \$.....

(Signed)

Address

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of the

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Why We Must Not Abandon Social Service During War Time

The only way to save our empires from the encroachment of the people is to engage in war, and thus substitute national passions for social aspirations.—EMPERESS CATHERINE II OF RUSSIA.

In defeating autocracy, is it not our duty to explode this theory and to prevent its application to democracies?

It used to be taught in school histories that kings and emperors and potentates usually met demands for social reforms at home by provoking foreign wars. In the excitement of battle, abuses at home were lost sight of and for a while the attention of the people was distracted by the more thrilling contests between national groups. We were led to believe that this sort of coup was part of the stock-in-trade of the European politician.

There are now few people in this country who would care to connect this idea with the events of the last few years, and it is probable that the subjects of the kings and emperors were also unconscious of any such motive on the part of their rulers; otherwise they would hardly have lent themselves so freely to carrying out the scheme. This raises the question of how we can be sure that our high motives and idealism may not, in the light of later times, appear as sordid and selfish as do those of the war-makers of other days. There is apparently but one way to make sure that history will not fall into that error, and that is by making a real demonstration *during the war era* of better government, more real service, more social justice, more local democracy, more humanity, more decency, more skill in public administration. If we fail in doing that, we run grave risks of confirming the theory that a foreign war arrests social progress, and instead of making the world safe for democracy, we may spread the belief that war makes the world safe for bad government.—*Citizen's Business*, Sept. 27, 1917.

The Solitary Profession

By Prof.—

THERE are two solitary professions. One of them is sheep herding. I have watched a Mexican sit on a lonely upland mesa, and rivet his eyes on his flock for hours without batting an eyelash. He wouldn't talk when I went to him, and tried to get him to help break the oppressive silence. He liked the eternal solitude of the mountains so well that he had become part of it, and he would not leave it for a government office.

I once knew an unlucky sheep herder who "came back." Civilized noises, however, proved too much for a mind long accustomed to primitive peace. He went crazy before his first hundred was gone, and manifested his displeasure with humanity upon arriving at his home town by shooting the marshal, two police, and himself before he retired for the night.

The other solitary profession is teaching school in a rural community.

I belong to this profession.

It was a happy life at college! How I looked forward to the future! Enthusiastic volunteers were continually bringing in experiences that smacked of noble social service. Our venerable college president announced these before assembly with beaming face. "Just from the firing line, you know," he said, and there was a wealth of approbation in his words.

I longed to be at the front. We colleagues were cheer to each other's ambitions, and bantered one another at successes that existed only in the day dreams of the future. How we worked! Oh, well, you've been there.

The day came to part with friends. Underscore that word. I feverishly thrust my diploma into my pocket, and made for the nearest school board. On the firing line! Why, I could hear the peppering of muskets. Cornered! No quarter, surrender! Easy! Easy!

I've been right there for several years, among some of the best boys and girls who ever had a hope for the future. And I am

helping to make that hope!

Day in, and day out, the weeks pass, and I am every day with dozens of bright prospects for to-morrow's day; young Americans in whose veins pulses the indomitable ambition which has made America, and will keep it going.

And yet I am lonely. I looked three years for the first friend. Then I got married. Not friends with my pupils? Their bright faces no source of inspiration? Say, that makes "the firing line" easier.

A few days ago it was my rather unpleasant task as superintendent to pass from one room to the other announcing that one of the supremest joys of the little folks was to be denied them—there was to be no Christmas treat. After the ordeal with the tiniest tots was over, and I had left the room feeling like a very criminal, one of the soul-inspiring hopefuls turned to his teacher, and said, "Say, Miss—ain't he a good man!"

Good, doing his worst! Surely youth is long suffering and endureth all things." Some of the best boys and girls, I say, and yet I am lonely.

The colored folks in my little town tip their hats to me, and some of the white folks do too. School teachers are not held in disrepute nor disrespect. I say I am utterly lonely.

In sickness, no neighbors could be more kind and thoughtful; in every business transaction, none could show more courtesy and respect. I am lonely.

There is not one of my pupils I can unburden my heart to. I cannot tell one single one of all my hopes and aspirations; how I have succeeded; how I have failed. I cannot share my views of politics, religion, or my philosophy of life with my wards. Even if I could do so, how much consolation could they offer for failure, or in what measure could they dispel doubts or help unravel the profound mysteries of life and its purposes?

I am like all other men. I am incomplete. The riddles that come to all come to me. I must look within myself for solution, or search the musty pages of my near-friends,

books, for irrelevant and unsympathetic answers.

I am too old for my associates in the classroom. I—sad thought—am too young to associate with their fathers. My wife and I are too old for young folks, and too young for old folks—and I am a school teacher.

The moral solitude of all leaders is great, but the utter desolation of the lonely soul of a leader of those who will live their life to-morrow is so complete that it is broken only by the ringing laughter that memory echoes from the past.

* * *

Reflections

ANOTHER breakdown of the eternal law of supply and demand. When the unutterable urge of the soul for expression outpaces the production of ideas, the ideas do not thereby become more valuable. Under those circumstances the ideas, when they do come, should be gems of pure thought. The boy who in the classroom delivers himself of words and words and words, does not do so from sheer exuberance of thinking, but more perhaps from the glow and exhilaration that come from the sense of activity and well-being that accompany speech. Another case of free speech gone wrong. Free and easy speech.

Something might be said of school patriotism. The assumption of solidarity is always the cloak for individual weakness, or to change the figure, a kind of moral stimulant which sets one off on a glorious drunk of righteous self-assertion. One's position is strengthened by the presence of company. Two cannot only touch glasses, but they can treat each other. They can lock arms and sing. Then who dares defy them? What of it who pays? What of the headache, of the moral, mental, physical degeneration? Every sober person must appear silly when one is happily inebriated. The thinking process must appear crude and hateful. The normal world must be dull and wearisome.

So the boy learns to take refuge from the vexing maladjustments of the school life. He learns to shout the praises of the greatest school in the city or the world, and by shout-

ing, to believe it. The process of education is effective, for when the opportunity for concerted struggle against some alien body presents itself, he is ready to sacrifice everything for victory. For fear of too personal revelation we do not ask him to clean his own house, we allow his dissatisfactions to vent themselves only when they are his very own, when they touch his selfish desire for comfort, when his rage is unconquerable because his vanity is concerned.

We somehow need to take a leaf from the note-books of the war-mongers. We talk about the moral equivalents of war, but we have not the common sense to use them. If fear and hate can be used to drive people to give up willingly all that they hold most dear in life, why can we not call in fear and hate to fight the battles of humanity, in the theological phrase, "to fear God and hate the devil?" It remains for some genius to psychologize the crowd into the cohorts of righteousness, to link boiling rage to cold analysis, to instill aching fear into piercing insight.

We teachers take things too easily to hand, we think in terms of reverence instead of truth, in terms of authority instead of analysis, in terms of justice instead of mercy. We speak as if our virtues were all the special creation of Things As They Are; we act in our private life as if our vices would be as milk white were it not for the authorities. And now we look at our hundred million pupils and doubt that education functions!

The teaching plutocracy speak in terms of holy righteousness, and the pupils make out a fair copy and learn it by heart. The Schoolmaster says we are making the world safe for democracy and we crowd the head of the class because of the proficiency with which we have learned our lesson. The home work for to-morrow consists of a disquisition upon the text, "Can you imagine, my fellow countrymen, a more inspiring thing than to belong to a free nation and make your way among men every one of whom has the right and opportunity to say what he thinks?"

Our pupils are too apt. We should teach them to forget their memory gems and to listen at our keyholes.

Schools for Children

A Schoolmaster of the Great City, by Angelo Patri. New York: The Macmillan Co. By mail to teachers, \$1.10.

Youth, the knight of the morning sun, goes forth to meet life with dreams resplendent, with visions of service. Too often, as the dark of evening creeps upon him, it finds him worshipping at the shrine of "efficiency." Success has hardened his soft, sensitive soul into adamant rigidity, and the dreams and visions have forthwith fled once more to the coming youth. Then behold you, pedagogs, school-keepers, routineers! the callow old man the victim of words and memoriter, who set out to get discipline, but whose heart mellowed in the love-light of children. As his old Italian father told him entrancing stories of revolt against political tyranny, so the son, unconscious, I think, of his tale-telling inheritance, bewitches us with his chronicle of the revolt of his own soul against the traditional educational dogma. There is something of the engineer in many of us, we love the well-oiled, smooth-running machine. But to Patri the pleasant whirr is nothing so much as a danger signal. "My school" is not a mechanism but a dream.

The father who has missed something out of life feels that his children must have it, and since life itself deprived him of joy, he naturally seeks it in books. Vain delusion; the answer is more and more life, life more abundantly. And this is the new education: life with the whole community, life with parents; life with the children; life in the parks and in the city streets; life with play, song, and laughter. With the consummate charm of style that somehow always characterizes the lover of children he makes us feel once again that much-talked-of but extremely elusive nobility of the profession. Who can resist his prose poem to "The Children"?

Yesterday the rain fell and the snow. I bent my head to the wind and went on. Then I met a boy, a very small boy he was, not big enough to be at school. He ran to me and took my hand and smiled, and I laughed and raised my head and walked on stepping lightly to the music of the rain and the snow.

Each day and every day, to school and from school, I meet you, hundreds of you. You smile and the welcome in your eyes is wonderful to see. You meet me and as you go you take me with you, free and joyous as yourself. Surely my life is blessed, blessed with the smiles of countless lips, blessed with the caress of countless greetings.

Do you feel that you have need of me? Know then, oh, my children, that I have far more need

of you. The burdens of men are heavy and you make them light. The feet of men know not where to go and you show them the way. The souls of men are bound and you make them free. You, my beautiful people, are the dreams, the hopes, the meaning of the world. It is because of you that the world grows and grows in brotherly love.

I look a thousand years ahead and I see not men, ships, inventions, buildings, poems, but children, shouting, happy children, and I keep my hand in yours and smiling dream of endless days.

Fight!

The war is for Democracy. You can not have Democracy without Cooperation. You can not have Cooperation without informing all concerned on the purposes of the undertaking. Get the Cooperation of the American People and the fight for Democracy will be irresistible.

READINGS

In his *Talks to young people on ethics*, CLARENCE HALL WILSON reverses the more common method in that he makes his appeal to the courage and romance of youth, rather than to fear and narrow selfishness. The book is likely to appeal to the more thoughtful adolescents. Mr. Wilson is modern only in spots. He clings to the absolutism that permits one to speak confidently of "good" and "bad" men, or that assumes a possible choice between science and righteousness, between virtue and happiness. However, the book is a long step forward. (Scribner.)

* * *

The problems of race contacts and relations, from the educational point of view, are discussed both scientifically and constructively in *The education of the South African Native*, by DR. CHARLES T. LORAM, inspector of Schools in Natal. The social and economic factors, no less than the ethnic and psychological are discussed in working out comprehensive plans for administrative reconstruction. The inferiority of the natives disclosed by various mental and scholastic tests, and the evidence of arrest of development at puberty do not daunt the author. These matters he considers to be largely dependent on training and opportunity, which it is the purpose of an educational system to adjust to the needs of the children. Even to those not specifically interested in the race problems, the book yields much suggestive information on educational problems. (Longmans, \$2 net.)

The Bureau of Educational Experiments describes its plans and purposes in its Bulletin Number Three, which contains also an account of Miss Pratt's Play School and of the children in this experiment; a list of experimental schools in various parts of the country, and a short reference list on the relation of play to education. Bulletin Number One is devoted entirely to the selecting, using and making of *Playthings*. Number Two is by Laura B. Garrett and tells of the educational value of living animals in the school, about methods for introducing the animals, and information on the care and feeding of school pets. Numbers Four and Five describe various experimental schools. In the former are the Children's School conducted in New York by Miss Margaret Naumburg; the Teachers College Playground and the Gregory School of West Orange, N. J. In the latter are accounts of the Hutchinson School at Stony Ford, N. Y., and one Home School of Mrs. John Collier and Miss Mattie B. Bates, at Sparkill, N. Y. No one who claims to be informed on current tendencies in education can afford to ignore these various experiments; and there is no more convenient method for keeping informed than thru the cooperation of the Bureau. (Bulletins, Ten cents each. 70 Fifth Avenue, New York.)

* * *

Bulletin Number Six of the Bureau of Educational Experiments is a bibliography in three parts: The Binet-Simon Scale; Other mental tests; Vocational Psychology. The titles of Kohs on the Binet-Simon tests and those of Professor Hollingworth in his "Vocational Psychology" are included. The compilation is by Elisabeth A. Irwin, of the Public Education Association of New York. (The Bureau, 25c.)

* * *

A convenient manual of measurements in Reading, Writing and Arithmetic, for the use of teachers, has been compiled by the Bureau of Educational Measurements and Standards of the Kansas State Normal School at Emporia, and issued as Number 5 in the series of Studies issued by that bureau. An expansion of this material as a book for teachers is about to be published by Houghton Mifflin, under the title *Educational Tests and Measurements*.

* * *

The valuable work of the National Association of Audubon Societies in developing an interest in bird study and bird conservation is being expanded thru financial assistance furnished by Mrs. Russell Sage and others. The association is now in a position

to supply to all teachers in the United States and Canada the complete series of leaflets, colored plates and outlines at the rate of ten cents for the set, when ordered in lots of fifteen or more. On organizing a Junior Audubon Class, the teacher receives considerable additional material of assistance in bird study, including the magazine *Bird Lore*. The economic aspects of bird study have come to be of special significance recently because of the acuteness of the food conservation problem. (1974 Broadway, New York.)

A most helpful and suggestive series of lessons in "civics" is being issued by the U. S. Bureau of Education in cooperation with the U. S. Food Administration, under the editorship of Professor Chas. H. Judd of the University of Chicago. *The Lessons in Community and National Life* are prepared in three sections: A, for the upper classes of high schools; B, for the upper grades of elementary and the first of high schools; and C, for the intermediate grades. Each leaflet contains material, with questions, for lessons of community and economic significance. It is planned to issue eight sets during the school year, and to sell them at a merely nominal cost. This is important not so much as an experiment in government publication of text books, as an indication of our sudden awakening to the danger of our neglect in the political and social education of our prospective citizens. The Food Administration's *Ten Lessons in Food Conservation* is another indication of what a conscious nation might be doing without waiting for emergencies.

With a view to presenting to America the attainments and opportunities of French institutions of learning and research, the Society for American Scholarships in French Universities has issued a sumptuous volume under the title of *Science and learning in France*. This is a compilation of articles written by specialists in various fields—among them John Dewey, Paul Hanus and Charles H. Judd in Education; James R. Angell in Psychology; Giddings, Ross and Carver in Sociology, and other eminent scholars. There are portraits of leading French thinkers, pictures of institutions and descriptions of achievements and opportunities, and information of value to those contemplating the pursuit of advanced studies in France. (Society for American Scholarships, etc. McClurg, Sole Agents, \$1.50; paper covers, \$1.)

Statement of the Ownership, Management, Circulation, etc., required by the Act of Congress of August 24, 1912, of THE AMERICAN TEACHER, published monthly (except July and August) at New York, N. Y., for October 1, 1917. State of New York, County of New York, ss:

Before me, a Notary Public in and for the State and county aforesaid, personally appeared J. Edward Mayman, who, having been duly sworn according to law, deposes and says that he is the Business Manager of THE AMERICAN TEACHER, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are: Publisher, American Teacher Co., 70 Fifth Ave.; Editor, Henry R. Linville, 70 Fifth Ave.; Managing Editor, Benjamin C. Gruenberg, 70 Fifth Ave.; Business Manager, J. Edward Mayman, 70 Fifth Ave.

2. That the owners are: (Give names and addresses of individual owners, or, if a corporation, give its name and the names and addresses of stockholders owning or holding 1 per cent. or more of the total amount of stock.) The American Teacher Co., Inc., 70 Fifth Ave.; H. R. Linville, 70 Fifth Ave.; B. C. Gruenberg, 70 Fifth Ave.; J. E. Mayman, 70 Fifth Ave.; G. R. Mason, 70 Fifth Ave.; Mark Hoffman, 70 Fifth Ave.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent. or more of total amount of bonds, mortgages, or other securities are: None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the six months preceding the date shown above is: (This information is required from daily publications only.)

J. EDWARD MAYMAN,
Business Manager.

Sworn to and subscribed before me this 10th day of October, 1917.

[SEAL]

MARY UTLEY.

(My commission expires March 30, 1918.)

THE RUT

Nothing is harder than to abandon the comfortable home (whether one's own or of some conventional design), built of prejudices, assumptions, fixed beliefs, habits of thought standards of value, rules of life, in which one had looked forward to living in peace for the rest of one's days. Yet the sacrifice must be made, or the comfortable home will become a prison, and may at last become a tomb.—Edmond Holmes, In Defence of What Might Be.

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A THING OR TWO

The Great Conundrum

How did he manage to feel
The tug of the Great Ideal?
How did he manage to keep
His soul from falling asleep?
The system
Missed him.

Here is a True Story

I was talking to a very intelligent man a few weeks ago, and what do you think? He turned out to be a school principal.

"How are your teachers?" I asked.

"Rotten!" he answered.

"Why do you say that?" I asked.

His reply gave me a taste of Hope Eternal. He said:

"They're all so all-fired submissive. I'm sure if I ordered them to jump thru the window, they'd jump, and no questions. Gosh, how I hate human sheep. I like an intelligent questioning, an objection, a resistance—yes, even a scrap."

Proving, you see, that there *are* men principals.

Laugh, and the World...

But laughter! Laughter! What about laughter? Have we forgotten the educational value of laughter? To season Lessons with Laughter * * * it's an art. This business of making grave automata of boys and girls will end in making grave diggers of them. Oh, but I love the sound of an exuberant class * * * noisy, turbulent, rocking to its very foundations with laughter.

All this I told to a teacher-friend of mine. His alibi was perfect.

"But, dear boy," he said, "I never laugh myself."

Father Goose

A diller, a dollar,

Dear teacher, why holler?

Now where did you get that tune?

You storm and rage

For a living wage * * *

Why, next you'll want the moon.*

* See Ibsen's *Ghosts*.

To the New Mayor

Whoever you may be, Mr. Mayor, our congratulations and felicitations, and won't you consider, for a change, the true principles of educational democracy and progress? God never could have intended to endow only gold-getters with insight into the educational needs of the people! And surely not only legal lights are gifted with the faculty of understanding how arithmetic should be taught.

Here's an idea for you, Mr. Mayor, whom the people elected to be their servant. Appoint to the Board of Education men and women of the people, the parents of the children. Appoint plumbers (let the sightless laugh), mechanics, social workers, printers, and * * * no offense meant * * * some real live teachers. There's an idea for you.

These are burning days.

Even the pedagogs are all agog.

Conditions are making them demagogues.

Economy

Already the promise of horse-sense in matters of discipline that the Gary idea offered is proving vain. More and more, repression is creeping in.

So in other departments of promised progress.

More and more the real motive for bringing Gary to New York, business economy, is the only element of difference between the old schools and the new. A disgraceful difference! That's what is meant by a "business administration"; the children and the taxpayers playing "horse," with the taxpayer as horseman, and the child as beast of burden.

Save money for the taxpayer, who can't lose anyhow. When taxes are low, he pays less; and when taxes are high, he makes the poor man pay them.

Save money for the taxpayers. That will help our kiddies. Yes! It's great to be an optimist. It must be great to be cross-eyed, too.

Have you a little Gary in your home?

An Exhortation to Ironists

If you will mail your jottings, your jeremiads, your jests, and your jingles, to Jess Perlman, c/o THE AMERICAN TEACHER, he'll publish them..... provided they're good.

Educational Issues of a Municipal Campaign

**Submitted by the Teachers Union
To the Mayoralty Candidates of
the City of New York, October 23,
1917—Suggested for Discussion by the
Candidates at the Mass Meeting to
be Held in Washington Irving High
School, October 27, at 10:30 A. M.**

- 1 The Gary or Duplicate Plan of School Organization.
- 2 An adequate number of school rooms for all the children.
- 3 Well lighted rooms and sanitary conditions in every school.
- 4 A school clinic in a special room, with a nurse and a regular visiting physician for every school.
- 5 School lunchrooms managed by the Department of Education in co-operation with the Department of Health, food being furnished at cost.
- 6 Free education for the young from kindergarten to industrial school to continuation school, or to college.
- 7 The extension of recreational activities.
- 8 A flexible course of study adaptable to the needs of every child during his preparation for life.
- 9 The longer school day.
- 10 The adjustment of teachers' salaries in relation to the cost of living.
- 11 The Democratic Administration of the Schools.
 - a A larger share in the management of the school system by teachers and others experienced in the work of education.
 - b The election or the appointment of teachers in service to membership in the Board of Education, as in England and Switzerland.
 - c The improvement of the service by the elimination of unfit school officers and teachers.
- 12 The election by the people of members of the Board of Education.
- 13 Salaried or non-salaried membership in the Board of Education.
- 14 The autonomy of the Board of Education.