

The AMERICAN TEACHER

The Organ of
the American
Federation
of Teachers

APRIL, 1919

DO NOT CLIP
THIS NUMBER

The Early Dawn

Sanity in Seattle

**The Negro and Educational
Reconstruction in the South**

From the Locals

**Democracy in Education
Education for Democracy**



Raising My Boy to Be a Soldier

HAVING given an interview with Henry Ford on the subject of the world in general, I will now give one with David Sinclair on the subject of military training in our schools. David is seventeen years of age, a student in high school, and they are trying to make a militarist out of him apparently not with entire success.

"Say, father," said he this morning, "I wish I could get hold of the fellow that started this drill business in school."

"Well," said I, "the fellow that started it is hiding just now in a castle in Holland."

"They say he is down and out," said David, "so why go on with this military stuff?"

I explained, "It's supposed to be good for your physical development."

"Oh, bunk!" said David. "They don't do a thing but dress you up and walk you around and stare at you. It takes a half hour every morning to get into these fool clothes, and if you wear this stiff hat half an hour, it makes your head hurt all the rest of the day. And you have to stand in the line like this, as stiff as a ramrod, and as uncomforta-

ble, and then a fellow comes along and glares at you and tries to look solemn, and if you don't look back solemn, he writes you down in the note-book. What's the good of all that?"

"How many of the boys feel that way?" I inquired.

"All of them," said he. "Sometimes I think I'll just cut it. What do you suppose they'd do to me?"

"Well," said I, "you know what they did to Jimmie Higgins."

You see, David has been reading the end of the manuscript, where Jimmie comes out as a "conscientious objector."

"Well," said David, "I wouldn't want anything like that to happen to me. But, by heck, some times I think I'll start a regular mutiny."

I made no comment. I hereby want to record the fact, for the benefit of the Department of Justice, that if ever this mutiny comes, I had nothing to do with it!

—Upton Sinclair, in the Appeal to Reason, of March 15, 1919.

CONTENTS

	PAGE
Editorials	75
Sanity in Seattle	77
New Orleans Teachers Organize.....	80
The Negro and Educational Reconstruction in the South	82
From the Locals of the A F of T.....	86
Model Question Paper for License of H. S. Principal	96

The American Teacher

Entered as second-class matter, February 21, 1912, at the Post Office at New York, N. Y.; under the Act of March 3, 1879. Published at 70 Fifth Avenue, New York, monthly, except July and August.

Vol. VIII, No. 4

APRIL, 1919

One Dollar a Year

New Locals

SINCE the last number of THE AMERICAN TEACHER went to press thirteen new locals have been added to The American Federation of Teachers. The new locals begin at No 54 and reach to No 66. Detailed information about these new locals will be published in the May number. The large cities represented in the thirteen are Philadelphia, Minneapolis, Galveston, San Antonio, Austin and Boston. The Boston local is made up of college teachers. The officers are teachers in Harvard University.

Thanks

MANY letters have reached THE AMERICAN TEACHER expressing praise for recent numbers. The burden of these letters is that a real national organ is in sight. It is very gratifying if the members are beginning to think this way. A national organ is a big thing to achieve for teachers, and it is also a big thing for the schools. Will our contributing members (which category should include every member) please keep this in mind?

We need constant thought and help on the part of all the locals. Do they realize that the members like to hear of the work and the desires of distant locals?

What of the National?

ONE of the officers of the American Federation of Teachers has suggested that before long the locals will begin to expect help from the national organization, The American Federation of Teachers. This suggestion is not mentioned

here to stimulate a run on the national. But it is rather to stimulate thought. What should the national do for the locals?

It occurs to us now that one way to make the national useful is to use it, and thus develop its strength. Local Number 5, New York, has called President Charles B Stillman to help in a fight against the autocratic education administration of New York City. Here is a battle worthy of the strongest. And from it must come strength for our national.

The Early Dawn

OUR ancient enemies, the reactionaries, are showing signs of panic. Many of the firm convictions of human thought are breaking from their fastenings, and no man can tell whither we are drifting. So say the reactionaries, and they tremble.

The Russian revolution has upset the world. It has also set the world on fire. Men think more swiftly than they have ever thought before. Some think and turn cold. The rest think and warm to the future. And everyone looks to the schools, for they are the institutions thru which our race enters upon its social inheritance.

Certain self-appointed dictators in our social and economic life are telling the teachers what they shall not teach. They are also telling the teachers what they shall not think. The dictators are on the boards of education. Still they are not satisfied. They want to insure their dictatorship against possible downfall. And so, they punish by dismissal those whose thoughts they cannot control.

Those who think their own thoughts may be the best teachers, but the dictators do not care. They can take no chances. They may

wreck education by making their best pilots walk the plank, but that is preferable to taking chances.

It is New York and Washington today whose educational systems are held in the trembling grip of the dictators, but tomorrow other cities may fall prey to the dictator-destroyers. Then let their teachers, if only a handful of them, come to the rescue, and save the schools for the future.

Let the teachers be wise and note that the hands of the dictator-destroyers are trembling. They are doing foolish things, for they fear the end is near.

Time and a Half

IT is a sin to be sick. And a large part of the burden of the sin falls on those who are not sick. Teachers are constantly getting sick. That is wrong, and also bad for the teachers. But it becomes an imposition when the work of the sick teachers has to be taken over by well ones.

Teachers like folks in general are used to putting themselves out whenever friends or associates turn sick. In fact, we think a person heartless who does not sacrifice himself at the call of the bed-ridden. And so he is. But when no one in particular is sick it is a good time to sit down and think it all over, and decide whether much that teachers do under these circumstances is altogether right. We shall leave it to the future of medical science to clear up the question of how serious a sin it is to be sick. But we ourselves can settle, if we like, just how far it is right for teachers to take over the duties of teachers away from work on account of illness.

Under existing conditions with all members of a teaching staff on hand and working, each teacher has about all he can do. With the extra burden of an absent teacher's classes, he has more than he can do. In consequence, all the well suffer with the sick. For one person's illness many scores (teachers and pupils) are inconvenienced. After eliminating the blame on the sick one for get-

ting sick, there is a responsibility on the educational system. Is it possible to overlook the fact that the educational system imposes on the human sympathies of the well teachers, thereby rendering them more liable to illness?

We are not used to thinking that it is unfair that teachers are constantly being called upon to take over endless extra duties. But it is unfair not only to the individual, but also to everyone whose interests are touched by the amount of reserve energy supply available to the person most concerned. When we begin to see the unfairness of the extra demands on the physical resources of teachers, we shall begin to realize that these extra services are not paid for.

When educational systems are forced to pay for overtime work, their managers may realize the necessity of changing conditions in such a way as to make administration less expensive. Among these changes might well be changes in conditions which make teachers sick.

An effective stimulus to fair play and intelligence in this matter would be the demand by teachers of "Time and a Half" for overtime work.

To Unionize Professions

NEW YORK, March 1.—About 200 civil, mechanical and electrical engineers attended a meeting in this city today to discuss the question of unionizing their professions.—From A F of L *Weekly News Letter*.

The American Teacher

Democracy in Education Education for Democracy
Published monthly, except July and August by

THE AMERICAN FEDERATION OF TEACHERS

at 70 Fifth Avenue, New York City

HENRY R. LINVILLE, *Editor*

ABRAHAM LEFKOWITZ, *Business Manager*.

At the time of expiration, a bill will be found in the copy. Subscribers are requested to give prompt notice of change in address.

Remittances should be made in postal money-order, express order, draft, stamps or check (New York exchange).

SUBSCRIPTION PRICE, ONE DOLLAR FOR THE YEAR—FOREIGN, \$1.10.

Sanity in Seattle

FRANK B COOPER

Superintendent of Schools, Seattle, Wash.

Seattle, Wash., March 7, 1919.

To the Board of Directors,

Seattle School District Number 1:

IN order to obtain full information of the views and practises of high school teachers relative to instruction given in the Seattle high schools in history, civics and economics, and of the extent and manner of allowing discussion of current events in the high schools, I submitted the following questions which are here accompanied by a summary and digest of the answers returned. The answers to the questionnaire were signed by the teachers.

Respectfully submitted,

FRANK B COOPER.

Superintendent of Schools.

SUMMARY AND DIGEST OF QUESTIONNAIRE TEACHERS OF HISTORY, CIVICS, AND ECONOMICS, NUMBER REPORTING 34

1. Is it your practise to have free discussions in your classes in connection with:

	Yes	No
(a) Assigned lessons	32	2
(b) Current or national topics	30	3
(c) Current local events	21	13

2. Are the discussions in current world or national topics and current local events part of your ordinary procedure and proposed by you, or brought on by members of the class?

Proposed by the teacher	6
Discussion brought on by members of the class	2
Both methods	25

The following statements appear to cover the general methods in use:

These discussions link present events with past history; they are necessary to develop thinking; they are necessary to explain big events. The *Literary Digest* appears to be used as basis of discussion quite generally because it presents both sides of a question.

3. What restrictions, if any, are imposed in discussions?

In general, the following statements appear to cover the restrictions employed:

Parliamentary procedure; the teacher acting as advisor or moderator; time limit on length and frequency of recitations; both sides must be fairly presented; substantiated facts, not opinions, are accepted; discussions must be pertinent to the question; tolerance is required; discussions must be friendly; teacher should be impartial; teacher should be a guide to logical thinking and discussion; teacher acts as a judge when necessary to insure fairness; preparation must be evident.

4. What part do you take in these discussions?

In general, the following practises of teachers appear to be in use:

The discussions are conducted according to parliamentary procedure; the teacher acts as guide, chairman or judge; personal opinions of teacher are withheld; the teacher must sometimes take part, in order that both sides may be presented fairly. Participation by teacher includes statement of the general principles to a class of pupils, a statement of arguments for the side not clearly or fairly presented in the discussions; a summary of principles on which an agreement can be made when such agreement is possible; the teacher may ask questions for and against an argument to clear up misunderstandings or to correct misstatements; he may ask questions to guide the discussion in logical channels. Sometimes it is necessary to explain difficult points, technical and unfamiliar expressions and allusions.

Some individual practises noted are as follows:

Emphasis is placed on enlightened Americanism; explain that the best means to accomplish any change in a true democracy is thru legislation; quotations are used to present or to illustrate the truth.

5. Have you observed that a few students may take a great disproportion of class time? Yes, 23; No, 8.

The general expression of teachers appears to prove that this practise is easily discouraged—that a pupil is not given the floor until all have had a chance to recite. One teacher said: "The pupils will not stand for it."

6. Why do you have the discussions?

Reasons for discussion: The general agreement appears to be that discussion is necessary for these reasons:

To arouse interest and to encourage intelligent thinking, an essential for citizenship in a democracy; to develop fair-mindedness; to teach the American way of arriving at a conclusion; to develop initiative; to get a clear understanding of problems; to cultivate a sense of truth and a realization of the need for it.

One teacher expresses the conviction that discussions are necessary because intelligence is the best safeguard against anarchy and disorder. Another emphasizes the value of the discussions because the pupil is trained in thinking and speaking *while on his feet*.

7. Do you believe that at this time of apprehension and deep feeling, discussion of public questions by public school students would better be discontinued for the time being? Yes, 2; No, 30.

The following opinions seem to prevail:

This is the time of all times to teach American ideals; the schools cannot dodge their responsibility, it would be cowardly; teachers must combat the radical views pupils get outside, since many of the boys work alongside of foreigners and lukewarm Americans and so get wrong ideas; as present high school pupils will have full citizenship within a very few years, such a responsibility requires an intelligent knowledge of the problems they will have a part in solving; boys and girls can be good citizens only as they possess the power of intelligent and independent thinking; suppression would cause more trouble and criticism than we now have; discussion is a fundamental principle of modern education.

Individual opinions are expressed as follows:

The intelligent public would rise up against the discontinuance of discussions. The decision should be left to the Superintendents.

Yes, if pupils are to become revolutionary by continuing them.

8. Do you think, if discussions are continued, that they can be conducted in such a manner as to give little ground for unfavorable criticism of a teacher or of the schools? Describe how you would have them conducted. Yes, 27; No, 1; Doubtful, 1.

The following recommendations appear to be general:

Both sides must be presented; the teacher must be impartial and must withhold his personal views; patrons should visit classes and draw their own conclusions.

The following opinions were expressed by individuals:

A teacher will be criticized in any case, even for not expressing his opinion; the danger comes from misquoting.

9. Would you advise (considering present conditions) that the study of modern history, civics, and economics be discontinued for the time being? Why? Yes, 0; No, 33.

Summary of reasons given:

These subjects are the most vital part of the course of study in training for intelligent citizenship; this is the logical time to teach Americanism; it is the time of greatest need in our history; the majority of students will be voters within five years and must help to decide in the settlement or solution of many of the present problems; we need to know all peoples in order to get a cooperative spirit; this would mean abandonment of the best means for Americanization; it would cheat the boys and girls out of their rights; it would be a backward step.

Remarks of individuals:

"In time of confusion, we do not get order by letting things drift."

"Shall we leave leadership to the 'soap-boxers'?"

"These studies as carried on have had no little effect in mitigating misunderstandings between economic groups."

"Schools are too big to be swept from their course by a wave of hysteria."

"Educate the mischief-makers."

10. Would you advise that, for the time being, these subjects be taught solely by the "memoriter" or "question and answer" method? Why? Yes, 2; No, 23.

Summary of views expressed:

Why not teach children to think? The method suggested is not conducive to thinking; it kills interest; it takes away initiative; it would mean the Prussianizing of the schools; it is an obsolete method; it would be a backward step; it would be better to drop the subjects than to do this; the results would not justify the use of the time spent.

Individual answers:

"Is the text always correct?"

"Knowledge of unrelated facts is of little value."

"If this will protect the teacher from unjust charges, yes."

"If necessary to guard against too free and too open discussion, yes."

11. Do you encourage investigation and consultation of different authorities by members of your class? Why? Yes, 31; No, 3.

The reasons given for the use of this method appear to be covered in the following statements:

It stimulates interest, establishes the habits of consulting authorities and of speaking the *truth*; it cultivates a sense of the value of knowing different views in arriving at conclusions based on a broad knowledge. It is generally agreed that assignments should be considered well.

Individual opinions expressed are as follows:

"Pupils learn not to swallow blindly one authority."

"The test of authority is investigation."

"Teacher is not in class to impose personal opinions."

"Wrong personal views are corrected."

"Hearsay evidence is discredited."

12. Do you believe that high school students are of sufficient age to use the scientific

or seminar method of study? Give reason for your answer. Yes, 24; No, 8.

It appears to be the practise to use this method in the advanced classes with adaptations to the needs of students.

It should be used because so many students who do not go on to college need the training.

Teachers relate that the testimony of students who return after several years appears to be convincing as to its value to them. Individual opinions expressed are as follows:

"The method develops initiative."

"It satisfies a need of adolescent minds in their need of exercise and intensive thinking—conclusions are not expected, in fact, often are not possible."

Three teachers feel that its use involves a waste of time because of the immaturity of pupils.

13. To what extent might it be advisable to substitute written reports of views and investigations of students for a part of the free discussions?

In general, the replies appear to discourage this plan and for these reasons:

It would reduce criticism and correction to one critic; the work involved would mean drudgery for pupils and teachers; the results would not be commensurate with the work of preparation and criticism; the keen interest awakened in discussions would be lost.

It is agreed that written reports have value and should be a part of the work; that such value is lost unless the paper is discussed in class or in conference with the teacher, and there is not time for the number of conferences necessary, if this substitution were made.

AS TO THE ANSWERS OF THE TEACHERS OF ENGLISH

The answers returned by the teachers of English show that discussion is employed by them to as great an extent and in much the same manner as by the teachers of history. Rightly guided, discussion offers a most excellent means for training in oral and extemporaneous expression, which, from the point of view of the teacher of English,

is essential. The views of the teachers of English returned in the questionnaire correspond to those given by the history group. These two groups agree very closely upon every point submitted. Unanimity of the English teachers upon every question is even greater than in the history group.

Upon the question of discontinuance of discussion for the time being, the following quotations are some expressions given by teachers of English, not quite covered in the summary for the history group:

"The discontinuance would mean Prussianizing the schools."

"The whole world has its mind on these problems."

"The schools have too long borne the accusation of scholasticism."

"For the safety of the teachers, Yes; for the good of the pupils, No."

OTHER GROUPS

Teachers of Science, Mathematics, Modern Language, Commercial and Industrial subjects also contributed answers.

Their answers show general favor for dis-

cussion and for the topical or problem method of instruction. They show disapproval of discontinuance of discussion or of the temporary abandonment of the social sciences. The trend of opinion and unanimity of view is practically the same as in the History group.

REMARK

The tone of the answers in all the groups, the evident desire displayed by those answering to speak truthfully, the intelligent comprehension of modern methods of teaching shown, and the spirit of a sincere Americanism running thru the replies, furnish ample assurance of a high type of service from the high school teachers of this city.

NOTE:—THE AMERICAN TEACHER is under obligations to Miss Adella M Parker, of Seattle, for this article. The manuscript was submitted to Mr Benjamin Glassberg, the New York teacher of history, who is being tried for answering the questions of pupils about Bolshevism. Mr Glassberg called the article so fair as to make comment unnecessary. Marked copies will be sent to Boards of Education wherever desired.—EDITOR.

New Orleans Teachers Organize

MAY T. FROHLICH

Associate Teachers League (Local No. 36, A F of T), New Orleans, La.

IT WAS not until recent times that there have sprung up organizations which have developed affiliations with those co-ordinate or tributary work, and one of the most interesting has been that of the teachers' affiliation with labor.

Thinking men and women began to realize that the industrial people, whatever their social status, hold the balance of power, politically and socially, for they constitute about ninety percent of the population, and that for all practical purposes, and in the last analysis, they are the people. These thinkers knew that the aristocracy of education, like the aristocracy of religion, whereby a few were saved at the expense of the many, was

over, and education, like religion, must help the common man to meet and solve the common issues of life. Thus the teacher became interested, not only in the industrial problems, but in the industrial people.

For many years there had existed in New Orleans several organizations, which had for their general purpose the furtherance of educational interests—namely the Public School Alliance, The New Orleans Educational Association and The Principals' Association.

Two of them admitted, and still admit, to membership any one interested in educational matters; the other is an organization consisting exclusively of principals.

About six years ago the Associate Teachers League was formed. It was the result of the ever increasing demand for an organization composed only of associate teachers, an assemblage where teachers might get to know each other better, and have an opportunity for an interchange of ideas in a quiet and free way. This League strove to help the teacher primarily, the unassuming private in the lowest ranks, as well as the more aggressive and experienced teacher.

The objects, as stated in the Constitution, were:

- (a) To establish the identity of the teacher as a factor in one community.
- (b) To promote efficiency.
- (c) To develop a spirit of co-operation.
- (d) To advance the interests of the teaching corps.
- (e) To discuss problems of general interest.

This association enjoyed the distinction of being the one association which, on its own initiative, induced the School Board to substitute an efficiency plan of salary increase in lieu of the prevailing mechanical plan.

Approximately seven hundred of the one thousand then in the Teaching Corps joined the League. These teachers demanded a means for expression. Hence, we find the establishment of an official organ—The Teachers' Forum.

The Forum was managed by capable men and women, who, for four years, safeguarded the interests of their colleagues thru editorials, and did much to inculcate the principles of democracy in the hearts of the teachers, and to foster among them a spirit of personal independence.

At times interest in the League lagged, the fire being kept burning by a few faithful, but the majority of teachers knew that the League would fight for any just cause. Often there were heated arguments among its own members on some vital questions, such as the Nine Billion Dollar Bond Issue, the Efficiency System and the Johnson Bill.

During the month of May, 1918, however, a contention arose over an amendment to the

existing pension law, which contention resulted in the resignation from the League of about twenty members. The proposed amendment contained a provision changing the assessment from 1 and 2% to an assessment with a minimum of 1%, but without a maximum, and which left to the discretion of the Board of Trustees of the Teachers' Retirement Fund the fixing of the assessment, giving them a latitude of from 1% to 100%.

Opposition to the amendment was supported by the majority of the League members, hence the resignation of the defeated members, who supported the policy of the administration.

During the last session the School Board of New Orleans had promised that the teachers would be given an increase in salary, which increased would range from 25% to 40%. The raise was long delayed, and many excuses were offered for the delay, and when, officially announced, it was disappointingly low, and in several cases less than 3%.

Then it was that the League determined that its interests would be enhanced, and the welfare of the teachers promoted by affiliation with the American Federation of Labor. Consequently at the regular monthly meeting in December, the purposes of affiliation were explained, and resolutions were offered dissolving the old League, and reorganizing according to the Constitution of the National Body. The teachers were enthusiastic in the reception of this plan, and the Associate Teachers League became the first teaching body in the far South to affiliate with union labor.

At the January meeting the Associate Teachers League, No. 36, A F of T, as it is now called, elected officers who are zealous, fearless and unselfish. Four standing committees and three delegates to the Central Trade and Labor Council were appointed. These delegates have been cordially and enthusiastically received, and the President of the League, who is a delegate to the Council, has been recently elected a delegate to the State Convention of Labor, which is to meet during the current month in Lake Charles.

She is the first woman delegate who has ever been elected to a labor conference in Louisiana.

A committee from the Associate Teachers League recently waited upon the School Board, and submitted a communication enumerating a number of requests that embrace many changes in our educational program, including increased pay for the teachers, and a voice for the teachers in the administration of the schools. These requests are now being considered by the School Board.

The recent visit to New Orleans of Mr. Charles B. Stillman, President of The American Federation of Teachers, has lent considerable impetus to our movement. The meeting, at which he spoke, was open to the pub-

lic, and his clear, forceful and convincing manner did much to bring in recruits to our ranks. Since his visit there has been a noted increase in our membership, which is now three hundred.

His address created so favorable an impression that several of the principals who were present have since applied for admission to our League, and have given evidence of sympathy with the movement. Their co-operation will doubtless result in a large membership within a short space of time.

Thus it may be expected that the League will bring about the reforms for which the teachers have been long clamoring, and which will necessarily benefit the entire school system of the city of New Orleans.

The Negro and Educational Reconstruction in the South

JULIAN S. HUGHSON

Norfolk (Va.), Colored Teachers Union (Local No. 25, A F of T)

NO PERIOD offers a better, more propitious opportunity for an open discussion of educational reform than now. Democracy receiving its lead to loftier heights, encompasses a living sea of uplifted faces, variegated in visage and multiplied in color, mirroring an unquenchable hope—an expectation—seeking immediate fulfillment in the august presence and sublime personality of divine democracy—an expectation, a hope, of universal democracy and the brotherhood of man. Among these multitudinous, palpitating faces stand out peculiar countenances, faces of dark hue, brown and ebony, denoting the African of the West and of the East, of the North and of the South, with hope, intense and living, gleaming from his sun-kissed countenance.

I shall not touch on political reform. That is for the political scientist. I shall not delve into the delicacies of social reform. That comes under the sphere of the sociologist. Nor shall I attempt to enter the field of industrial reform, for that pertains to the econo-

mist. But being a mere teacher, a pedagog, I shall briefly strive to present a subjective view on educational reform in the new era of after-war reconstruction, in its relations, particularly to the Southern Negro.

It is a sociological truth that when two races of different development and heritage live in one society the race of superior training and culture seeks and usually secures political, social, economic and, by virtue of its heritage, intellectual domination over the race of inferior training and culture. Inferiority of training and culture, however, does not and should not include and coincide with basic, absolute inferiority, because no race of man can rightly be judged basically inferior. But let us pause here. The superior cultured race, tho favored with an immense, well-nigh insurmountable handicap over the other race, can not willfully ignore the laws of God and nature in its dealings with it, for if the better, higher developed civilization does not lift the lower civilization unto the same plane with itself, the lower, in turn,

will reduce the higher to its plane of development. It is an inevitable law of human society. Therefore the higher culture can only progress to its final perfection when the lower culture attains a somewhat equal plane. An example of this, in concrete, vividly sears the pages of American history. The South with its millions of slaves could not advance to the social, political, economic and intellectual status of the North. Slavery shackled them. The freeing of the slaves partially liberated the South. Today the North is still far in advance of the South. Why? Because the South, tho free of the incubus of slavery, is yet chained by violent racial hatred and foolish fears of Negro ascendancy. Thus the educational system below the Mason and Dixon line has made no substantial progress. The duty of the Southerner, in fact, the duty of the American in general, is plain. Since the Negro is a vital asset to the South and the South is an integral part of the United States, the conclusion naturally follows that the American people should and ought to see to it that twelve million or more fellow-citizens receive their just legacy of equal educational opportunities and advantages. By so doing the two planes of culture will merge into one, insuring to American civilization that oneness of thought, that harmony of spirit and that brilliancy of ideals of which the great fathers of this nation dreamed.

This brings to us our first proposal of pedagogical reform. In order that education in the South be put on a firm and substantial basis to begin with, the compulsory education laws should be rigidly enforced. Those states that do not have such laws should pass them at once with ample provisions for enforcement. In the city of Norfolk, Virginia, for example, we suffer from a fluctuating school attendance which rises and falls according to the whims of pupils, the parents or the weather. This unfortunate evil has for its component parts, non-punctuality, laxity of interest and poor scholarship. The evident remedy following the usual order of remedies in like instances leads us to the method and manner of enforcement. Able, well-paid truant officers, one for each school

district, could efficiently persuade, by direct or indirect means, delinquent pupils to go to school and to go regularly. Of course, in regard to regular attendance, the co-operation of principals and teachers with these officers is of prime importance.

Our second proposal, undoubtedly rather radical, particularly to the sensitive Southerner, appears candidly to be the only fair and democratic way of administering colored schools. I refer to the step of placing qualified colored men, preferably educators, on Southern city school boards, to represent proportionately their school constituents. In many large cities of the South Negroes form one-third to over one-half the population, yet none have representation as such on their school boards. Is that democratic? Is that just? To ameliorate the rising qualms of some in the other race, the two elements of the school boards, the white and the colored, could sit in separate meetings, convening jointly only at rare intervals for general discussion. Let there be also a colored assistant supervisor appointed by the entire school board to supervise the colored schools. A Negro supervisor would sympathize, comprehend and cope successfully with the intricate educational problems under his immediate supervision. A Caucasian can never enter into a full and impartial understanding of Negro character and Negro problems as a Negro can. The differences of race, according to Dr. C. V. Roman, of Meharry Medical College, are more psychological than physiological. Hence a colored supervisor and colored men on school boards, knowing the peculiar psychology of the Negro better than any white man ever can or ever will, would naturally enhance the educational advancement of their own race and thereby lessen the educational burdens of the other race. For a proof of the success of such a plan, one may turn to the school system of the city of Washington, in the District of Columbia, perhaps one of the best of its kind in America. There the colored population, totaling one-third of the entire city, has three, I believe, members of their own race on the school board and also an assistant superin-

tendent. The result justifies the attempt, for in Washington there is no discernible intellectual and cultural chasm between the average Negro and the average Caucasian. Each race respects the other. There, also, the Negro government clerk, the Negro lawyer, the Negro doctor and the Negro teacher claim undisputed intellectual equality, if not in many cases superiority, with any of their co-workers in the other race.

In the third proposition of educational reconstruction we have the question of the curricula. It is a well known fact that the average secondary school of the South, white as well as colored, does not in any way compare with the average Western or Northern secondary school. Nor do the colleges, save perhaps the University of Virginia, rank with the great Western and Northern higher institutions of learning. In the Negro schools we find the curricula exceedingly below grade. In the state of Virginia there are only two, possibly three, public high schools for colored pupils of any approved standard, and I understand that this condition prevails, or nearly so, in the majority of the other Southern states. What, then, is the remedy? In regard to colored schools, the general remedy, a higher standard curriculum, divides threefold into, first, a broadening and intensifying of the curricula; second, increasing greatly the salaries of the teachers and principals, and third, raising and maintaining the efficiency of the teachers.

Let us observe the first of these innovations, broadening and intensifying the curricula. In brief the curriculum should embrace, besides the regular secondary subjects, departments in business, physical culture, music and drawing, both free hand and mechanical. Most up-to-date high schools have these. Supplementing the physical culture department should come a well organized athletic association, or rather two, one, of course, for the girls, with their various athletic teams. Athletics, often condemned, is a vital force in education when it is properly organized and supervised. Intensification necessarily implies ample research work with ample research facilities and apparatus, weekly stud-

ies of current news, frequent lectures and demonstrations, field excursions, dramatization and a closer scrutiny of racial sociological conditions in urban and rural communities.

In the second remedy, increasing the salaries of the teachers, we note that Southern teachers are greatly underpaid and colored teachers especially so. In fact, colored teachers receive usually from twenty to thirty dollars less per month than their white co-laborers doing the same work, and often burdened with far greater difficulties. It has been urged in many educational articles and circles that the minimum salary a year for all high school teachers be placed at two thousand dollars inclusive of the summer months during vacation. This seems fair and equitable. In addition, I should advocate that a yearly bonus of no less than one hundred dollars be given to the teacher who showed marked advance in scholarship. And, finally, before leaving the subject of salaries, it would be well if all teachers could retire, after long and self-sacrificing consecration to their work, with absolute assurance that an adequate pension of half of their salary received at the time of their retirement would be given them the remainder of their lives, and that, furthermore, they need not be required to contribute financially toward such pension while active in their profession.

The third remedy, raising and maintaining the efficiency of the teachers, brings us to the matter of training and preparation. Most states have standard normal or training schools from which teachers, desiring school positions in those states, must finish successfully. These schools, however, do not prepare teachers for standard secondary schools. A successful high or secondary school teacher should have a college education correlated with specializations in pedagogy and, if possible, some post graduate work or study. Many approved and progressive high schools require a master's degree of their teachers. All approved high schools ought to demand this of their teachers. The unapproved schools could and should gradually work up to that requirement. In order that those who

are already in the school system can do this, year leaves of absence could be granted with half pay to those holding only a bachelor's degree or less. This is done in some school systems of the country. And, as I mentioned in the previous paragraph, to stimulate high and improved scholarship, bonuses could be given yearly, thereby sustaining the high standard of the school in the living interest and excellent ability of its teachers.

The few innovations or improvements suggested in this paper have no novelty in them. Many schools and school systems have some, if not all, those mentioned. The South, however, needs the complete incorporation of these principles in her educational system for reasons already outlined.

The fair Southland, that land of sunshine and of plenty, knows no truer son than her smiling industrious Afro-American. Without him the South could not have made cotton king before the Civil War. Without him today the South could not have advanced as she has advanced in the industrial and commercial world. He is an indestructible asset to, and an integral part of, the land. This being true, it redounds as much to the benefit of the Cacaasian as to the African that the reforms or modifications in the educational system of the South herein discussed shall be immediately made into law and enforced.

Just to Be Out of Doors

Just to be out of doors, so still, so green,
With unbreathed air, illimitable, clean,
With soft, sweet scent of happy growing things,
The leaves' soft rustle, sound of sudden wings,
The far faint hills, water wide between,
And over all the feeling half serene,
Of what this happy world will come to mean
When no conventions hard shall intervene
Content with the contentment Nature brings,
Just to be out of doors.

—Author Unknown.

More of the Symposium

In the May number there will appear a symposium on Teachers' Unions, for and against. The source of this symposium will be the newspaper editorials and news notes as they appear thruout the country. All members are urged to send in at once clippings, with names of papers and dates.

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 April 1, 1919, State of New York, County of New York, ss. Before me, a Commissioner of Deeds, in and for the State and county aforesaid, personally appeared Abraham Lefkowitz, 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, 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 Federation of Teachers, 70 Fifth Avenue, New York; editor, Henry R. Linville, 36 Terrace Avenue, Jamaica, N. Y.; managing editor, none; business manager, Abraham Lefkowitz, Grand Avenue, East Elmhurst, L. I. (2) That the owners are: American Federation of Teachers; Charles B. Stillman, 1620 Lake Avenue, Wilmette, Ill., president; F. J. Stecker, 1618 Lake Avenue, Wilmette, Ill., secretary-treasurer; L. V. Lampson, 1336 Otis Place, N.W., Washington, D. C., first vice-president. The American Federation of Teachers has 4,000 members. (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.

ABRAHAM LEFKOWITZ,
Business Manager.

Sworn to and subscribed before me
this 22d day of March, 1919.

[Seal] JAMES S. HURWITZ,
Commissioner of Deeds,
New York City.

My commission expires February 13, 1920.

Support of Labor

There are three bills to raise teachers' salaries now in the legislature. One of them comes from the Teachers' Union of New York connected with the Federation. This one will be supported by the Federation.—From *Legislative News* (Albany, N. Y.) of February 28, 1919.

From the Locals of the American Federation of Teachers

Staff of Chairmen of Press Committees

Local No. 3, Chicago, Ill, ETHEL E BEERS

Local No. 5, New York, N Y, WILMER T STONE

Local No. 8, Washington, D C, SUSANNE ULRICH.

Local No. 16, Washington, D C, GRACE LIND.

Note: The names of the Chairmen of other Press Committees will be added as they are received from the locals.

A Matter of Information for All Members

F G STECKER

Secretary-Treasurer, The American Federation of Teachers

A LETTER is issued about the twentieth of each month to the financial secretary of each local, giving the financial statement for the preceding month and calling attention to important developments which are of interest to all. It is hoped in this way to reach all the workers and most interested members and to keep them informed on such matters as are not contained in the letters written by the President. In time all such matters of general concern will be published in *THE AMERICAN TEACHER*. At present this material is in the hands of the local financial secretaries. Doubtless the letters are read before the members. I wish to pay tribute to the fine teamwork and co-operation being manifested by these officers who

are the chief links connecting the locals with the national office. I believe that our machinery is well installed, and is working satisfactorily. There are a few exceptions, however, and I wish the help of the members of these locals in making corrections. Occasionally the complaint comes that the information contained in the monthly letters is not made known and, what is more serious, proper reports are not being made to this office, thru the fault of one or two officers.

This leads to the belief that the local is suffering hardship and causes embarrassment to the officers of the local when they find that their organization is being placed in a false light. It will greatly facilitate matters if the officer and members of the locals set a high standard of efficiency for the financial secretaries and demand results. It is highly important that the local dues be well looked after in order to determine the membership and provide finances for the activities. The finances should be well handled to secure the best results and acquire good credit. The reports to the national should be prompt so that the officers of the latter may know correctly the conditions in the locals. And, finally, the reports and information from the national should be given sufficient attention for the benefit of the members.

It lies in the power of the Financial Secretary (or the financial officer) to create or destroy the efficiency of the organizations. In addition to the efforts of that officer there must be the support of other officers and the membership. We are all anxious to secure the greatest possible results from our movement. It is not from any lack of appreciation of the fine work being done by most of the financial secretaries, but from a desire to strengthen where strength is lacking, that I make this appeal to officers and members for high-grade organization.

From Local No 8

(The High School Teachers Union,
Washington, D C)

A Union Protest

Washington, D C

To the Members of the Board of Education—

Mr George E Hamilton, President;

Mr Ernest L Thurston, Supt of Schools:

WE, the members of The High School Teachers Union and of the Grade Teachers Union of Washington, do hereby formally protest the suspension for one week without pay of Miss Alice Wood, and also take issue with the statement of the President of the Board (in his reply to our inquiry of March 22, 1919), that the "Board's action in the premises is not the proper subject of interrogation or review by other teachers or groups of teachers."

We are of opinion that if the Board does not consider its action in the case of Miss Wood, it will have been decided by the Board that teachers are liable to separation from their positions and salary and to public disgrace, on the report of one or two pupils, for class discussion in the line of duty of topics not known to be excluded or objected to, without investigation or recommendation by the head of the department or the principal of the school, and without opportunity on the part of the teacher to hear the charges or to defend herself before those who recommend or take the action. To approve such a course of procedure is to place an indignity upon the whole teaching force, and to effect seriously its efficiency. Such a matter is one in which we, and all of the teachers, have a vital interest.

The following is a summary of the case as it concerns us, and if any fact in the following summary is disputed, we are prepared to substantiate it by proof:

1. Miss Wood is a patriotic American citizen, born of American lineage antedating the American Revolution. No circumstance connected with her (except the interpretation put upon your action) gives rise to any suspicion of her loyalty or patriotism. She is not a Bolshevik, has not advocated Bolshevism, and has not at any time so expressed herself as fairly to be understood, even by a student, as favoring its propagation in this country.

2. Prior to February 12, 1919, teachers in English, in the high schools were charged with the duty of teaching "Current Topics." Bolshevism and the League of Nations were then current topics, not supposed to be excluded from discussion. Miss Wood was then a teacher in English in the Western High School, of twelve years' experience and untarnished record.

3. Here we note that the direction from the Superintendent of Schools transmitted thru the head of the English Department excluding from discussion in "Current Topics," the subjects of Bolshevism and the League of Nations, was not issued until after Miss Wood had been punished.

4. Miss Wood having learned on or about February 13, that her "Current Topics" discussion principally in respect to Bolshevism had apparently been misunderstood and that two parents had complained, wrote her principal under date of February 14 an explanation, and assured him that in view of the criticism she would avoid such topics in the future if her superiors in the school system so desired.

5. On March 12, Miss Wood was summoned by telephone to meet Mr Thurston and two members of the Board for an informal conference in the matter which was held March 17. Before going, Miss Wood inquired thru a friend whether it was to be in the nature of a trial, and was definitely informed by Mr Thurston that it was not, but merely a friendly conference and that she therefore needed no counsel.

6. No charges were made at this conference and no reference was made to the letter

of the parents. In view of the statement in Mr Thurston's letter of March 20 promulgating her punishment that the Board members feel that she "made an exceedingly slight effort at defense, and exhibited only the slightest display of regret," it is worth noting that it was not made known to her at the conference that she was in any sense defending herself against charges. Miss Wood has given us from memory the matters inquired about at this conference and it seems to have resolved itself into a series of questions from the two Board members present on Miss Wood's views on Economics and Ethics.

7. The conference ended with the expressed opinion of the Chairman of the Committee that it was the conclusion of the committee (who, however, had not conferred during the conference) that an indiscretion had been committed by Miss Wood in discussing these economic and social subjects. Miss Wood stated that she would obey any direction given her that such subjects should not be discussed and she and her principal, who accompanied her, withdrew under the impression that the incident was closed.

8. What the report to the Board of this Committee was neither Miss Wood nor we are informed, tho we inquired of the Board by our letter of March 22 which has been answered as fully as the President of the Board deems it proper to answer us. The Board considered the matter in secret and voted Miss Wood's suspension with only one Board member of the Committee present. Whether the Board had before it any information other than that conveyed by the parents of two of Miss Wood's one hundred and twenty pupils, neither we nor Miss Wood are informed.

9. In the public press of the city on March 20, 1919, were printed prominent articles the effect of which was to brand Miss Wood as unpatriotic, thus injuring her professional and personal reputation. This story was accredited to school officials and purported to state the reason of her suspension. It has not been corrected by school officials.

10. Contrary to the press story, the official notice of suspension to Miss Wood states that the action taken by the Board was taken "because of your attempt to touch on and interpret certain economic and social subjects in which you were clearly an amateur and in which you revealed indiscretion and poor judgment in assuming to be anything else." That on the contrary, Miss Wood was strictly within the line of her duty in discussing the subjects in question sufficiently appears from the above summary of facts. Furthermore, Miss Wood stated in her letter of February 14, and her principal in his letter of February 24 to the Superintendent, and it has not been contradicted by any one, that such discussion as was had of Bolshevism in her "Current Topics" class was introduced by questions from the pupils themselves.

11. The suspension without pay was obviously a punishment. A punishment is not an appropriate remedy to be applied for inefficiency and lack of academic or pedagogic qualifications. The Superintendent in his letter of suspension and the President of the Board in his letter to us stated that it was imposed for disciplinary purposes. As a matter of common justice and right we submit that Miss Wood should not have been punished without first having been informed definitely of the precise offense with which she was charged and then given a full and fair hearing before those who were to pass upon her guilt. We submit also upon the same grounds that the press statement of her case should be corrected by the Board.

12. Furthermore, we are advised that under the Organic Act approved June 20, 1906, a teacher may be separated from her position and salary only (1) for misconduct or dereliction of duty after trial in accordance with Section 10 of that Act, or (2) for academic or pedagogic inefficiency, and that rule 70 referred to by the President of the Board in his letter to us is intended to provide only for the temporary suspension of an employee pending the next meeting of the Board of Education in cases where such ad interim action is necessary, and has no application

to the present case.

We are, therefore, advised that your action was not in accordance with law.

We, therefore, ask that the Board rescind its action of March 19, 1919, in Miss Wood's case and also correct the injurious statements in the public press concerning the reasons for her suspension.

We ask further that we be given a hearing before the Board at a regular public meeting in order to make plain our position in this matter and with reference to the general status of teachers in the Washington Public Schools.

Very respectfully submitted,

Alice Deal,

President, High School Teachers Union.

Clara Stutz,

President, Grade Teachers Union.

NOTE:—The Board has refused to rescind its action, or to grant the public hearing asked for by the teachers. The unions will begin mandamus proceedings to set aside the action of the Board.—EDITOR.

From Local No 5

(The Teachers Union, New York)

The Teachers Union held a meeting in Public School 27, Manhattan, New York, on Saturday evening, March 29, 1919, on the subject of the "Crisis in the Public Schools." The idea was to bring before our members the serious situation relative to the tenure of position, and to the issue of freedom of opinion of the teachers. The question of salary was also to be a topic for discussion.

The speakers selected by the Publicity Committee were Mr Gilbert E. Roe, counsel for the Union, who was to speak on "The First Amendment;" Mr Edward Rybicki, of Typographical Union, No 6, who was to speak on the economic question and on the labor union method of conducting trials of members, and Mr Samuel Schmalhausen, a member of the Teachers Union, who was to speak on the insecurity of the teacher's tenure of position, and on the question of freedom of opinion.

The usual public announcements were made, and special invitations to attend the meeting were sent to Mr Arthur S. Somers, President of the Board of Education, and to Superintendent Wm L. Ettinger. The only response to these invitations was a telephone message to the office of the Union the day before the meeting stating that Mr Schmalhausen would not be permitted to speak in a public school building. Altho surprised and shocked beyond measure, the committee decided to go ahead with the meeting, and to leave it to the members to decide what other steps to take.

The officers were met at the school building by an emissary from the Board who said the room could

(Concluded on page 92)

Statement Made by the President of the Teachers Union at a Meeting Held on March 29, 1919

1. The question of whether teachers must continue to be a definitely submerged profession will have to be settled shortly.

2. Labor is fairly well on the road to settling the question for itself. Shall we join hands with labor, or shall we rest content?

3. Economically we are to be tossed aside by the Legislature, and the question of teachers' pay will not be settled by us, but by those who settle the rest of our business and professional interests.

4. Professionally we have no standing, because our tenure of office no longer exists, for we may be dismissed on the charge of "conduct unbecoming a teacher" by persons who determine the standards of our conduct by themselves, persons who are not bound by any standards of the social welfare in this matter, but are bound by the interests of their group or class.

5. Politically we do not exist, for not only is our speech determined under a system of merciless punishment, but even our unexpressed thoughts cannot be maintained safely. Therefore, as thinking individuals we might as well be dead.

6. Socially and as citizens we have no standing whatever, for the Department of Education had determined who shall not be speakers at this very meeting, and has given no word of explanation. A member of The Teachers Union whose case is before the Supreme Court on appeal has been denied permission to speak to us tonight. The schools under this act belong to a selfish group, not any longer to the people, and are no longer forums for free discussion.

7. Teachers of New York, what are you going to do about it?

The Union "Literature" That Stirred New York School Authorities to Action

Terrorism in Our Public Schools

In November, 1917, the intellectual Reign of Terror in the New York public school system was inaugurated by the suspension of three De Witt Clinton teachers for holding views assumed to be "subversive of discipline." These teachers were not dismissed for what they taught, nor for what they did, nor yet for what they failed to teach. They were ousted for HOLDING VIEWS which were not approved of by their official superiors. These views were gleaned from private interviews conducted in the true spirit of an inquisition by Dr Tildsley, superintendent in charge of high schools.

Next in order followed the dismissal of Miss McDowell of the Manual Training High (for twelve years a teacher of Latin), because as a Quaker she held certain views looked upon with disfavor by the Board. Then came Miss Pignol, a teacher of French and German, who was dismissed because she confessed to believing that she would not like to see the Germans "crushed." Most astounding of all is the case of Mr Philip Perlstein, a teacher at P S 62 (Man), who was suspended in January, 1918, on his return from Camp Upton from which he had been honorably discharged on account of physical incapacity. Why was he suspended? No charges have ever been lodged against him! The public has been kept utterly in the dark. Recalled to Camp last summer, Mr Perlstein has been serving the Government ever since. He was suspended without pay fourteen months ago. Recently he was notified that the "charges" against him would be dropped if he consented to return to school without claiming back pay! Such conduct is beneath contempt. Talk about prussianism in education! Could it go farther?

The latest and most significant incident in this mad-cap policy is the suspension of Benjamin Glassberg, a teacher of History in the Commercial High School. On January 17, 1919, without preliminary warning, hearing, or statement of charges, he was suspended for an indefinite period without pay. According to press accounts, the sudden suspension was due to alleged remarks presumed to have been uttered by Mr Glassberg in class to the effect that there were two sides to the Russian question. Eight weeks elapsed without pay, without any intimation of the offense. Then suddenly official charges are sent with notice of trial in 5 days.

The striking fact concerning all these cases is

this: the teachers involved were all "guilty" of holding social and political views which do not find favor in the sight of certain superior officers. They were DISSENTERS. These teachers did not hold, nor were they charged with holding, that they had the right to impose their views in class, but they did claim that as Americans they were entitled to hold to their views and to follow the dictates of conscience, even though they were teachers. That the question of pro-Germanism was in no case involved may be inferred from the recent reinstatement of a teacher (Mr Leuchs) who admitted having tried to enlist in the German army before America officially entered the war, and admitted having invested in German war bonds! That teacher, be it noted, was reinstated because he held no social or political views differing from the well-known views of his official superiors! At least he acquiesced in their views. He was not a dissenter! Also, let it never be forgotten that the great majority of those teachers who have been made to suffer are Jews: this is not by any means an accidental fact!

It may come as a shock to the public to learn that the Board of Education has begun a policy of propaganda in the public schools wholly vicious in character, if not distinctly illegal. Besides presenting a false interpretation of revolutionary Russia, the "Syllabus on the World War," issued to teachers, contains a long brief in behalf of Universal Military training. The nation is far from being committed to such a policy, but teachers are required by the Board of Education to teach *with enthusiasm* the great value of such a policy. It may well be questioned as to whether we are ready to turn our schools into a propaganda machine for the National Security League.

In the conduct of Mr Glassberg's case, all American judicial procedure is flaunted openly. The evidence relied upon to convict him, of whatever he will be charged, is based wholly, so far as one can gather, on the evidence of 12 boys handpicked by Principal Raynor and by Mr Campbell, containing incidentally all the Gentiles in that class, ten in number.

Since the suspension, Mr Raynor has been in constant conference with the boys, coaching them almost daily. Recently Dr Tildsley himself spent a whole day at the Commercial High School, closeted with the accusers gathering "evidence" from interviews with the handpicked pupils, against this ousted teacher.

The issue is clear, and we must face it. Shall the views of the Board of Education be forced upon the school children to the exclusion of all other views? Shall we permit only those teachers to remain in the schools who meekly and blindly accept those opinions that are pleasing to the School Board? Or shall we go back to the old-fashioned

American doctrine that no censorship of personal political and social views shall be exercised?

We can terrorize dissenters, and produce a class of lifeless automata in our schools, both teachers and pupils, with the consequent stagnation and sterilization of thought, or we can encourage virile, fearless thinking for both teacher and pupil. Which shall it be? Are the people's Public Schools unfit for Democracy?

Will Union Be Barred?

President Somers will lay before the members of the Board of Education today the communication from Superintendent Ettinger relative to the attacks upon the board made at the recent meeting of the Teachers Union. In his letter to Mr Somers Dr Ettinger requested the board to consider:

"(a) Whether or not, the Teachers Union should be denied the use of school buildings, and

"(b) Whether or not, in view of the official report of the meeting, and the character of the attached circular given out at said meeting by the publicity committee of the Teachers Union, charges should be preferred against the officers of the Teachers Union for conduct prejudicial to the good order, efficiency, or discipline of the service."

The official report of the proceedings at the meeting transmitted to the board by Dr Ettinger explained that:

"The subject of free speech and the rights of teachers was discussed, and the spirit of the meeting was one of defiance to and criticism of the Board of Education. This board was represented as 'tyrants,' 'oppressors,' and a 'privileged class,' and one desirous of suppressing the rights of both teachers and pupils. The syllabus adopted by the Board of Education on the World War was bitterly attacked as teaching untruths to children and giving them a prejudicial and false idea of conditions.

"A resolution was drafted by Abraham Lefkowitz protesting against the action of the Board of Education and its subordinates in refusing to allow Mr Schmallhausen to speak at this meeting. It was unanimously adopted and is to be sent to the Mayor of the city. The introducing of this resolution was accompanied by bitter invective against the Board of Education. I am enclosing a pamphlet which was distributed in the school building and which is in direct accord with the sentiments expressed at the meeting.

"In view of all these facts I strongly recommend that the Teachers Union be not allowed to meet in the public schools of the City of New York for any reason whatsoever."—From *The New York Globe*, of April 7, 1919.

Teachers Challenge Board of Education

WANT INVESTIGATION BY PUBLIC

AUTOCRACY, PERSONAL POLITICS, AND STUPIDITY ARE RULING ATTITUDE, THEY DECLARE

Henry R Linville, president of the Teachers' Union, said today that a meeting of the organization would be held next Saturday at 3.30 o'clock to consider the action of the Board of Education in denying the use of public school buildings for meetings of the union, and that he would urge the appointment of a committee of teachers to work with a public committee in an investigation of the city's educational system.

"The action of the Board of Education," said Mr Linville, "in denying to the Teachers' Union the right to use the school buildings is a short-sighted attempt to destroy the only movement in the educational system that has stood for freedom of discussion of educational policies and practices. The board will not succeed in this endeavor. The world is moving rapidly away from the old idealism of the domination of human thought by the powerful.

"The board proposes to withdraw from the union a privilege which belongs to the teachers by natural courtesy, and is endeavoring to use its accidental position of control to censor the thoughts of those who criticize the board. The schools which belong to the people are thereby the schools of the Board of Education. The Teachers Union denies absolutely the validity of this position. The union is ready for the board's investigation of its 1,100 members.

"All suggestions of disloyalty thrown out possibly from official sources are beside the issue. The record of the union is absolutely clear in this matter of loyalty. The ideas presented at our meeting of March 29, to which the board objects, had no connection with loyalty or disloyalty. The part to which the board objects was in criticism of the board in denying to us the privilege of having a certain member speak at our meeting.

"At a time when the educational system is sadly in need of teachers the board takes action that will create antagonism in the minds of thousands and frighten other thousands. This menace to the work of education must be stopped. I shall therefore urge upon the Teachers Union, at a meeting to be held at Terrace Garden, Fifty-eight Street and Third Avenue, on Saturday afternoon at 3.30, the immediate organization of an investigating committee to work conjointly with a public committee to undertake the investigating of the educational system. We shall be able to show that the Board of Education is less qualified by education and experience for the direction of the schools than are the teachers.

"Years ago the Hanus Committee reported on the iniquities of our educational system. Nothing ever came of the recommendations of this committee. And the committee did not report on the worst of the conditions. Evils have grown in the system. Autocracy has developed to proportions that outshame Russia in the time of the Czar. Partisan and personal politics determine the appointments to the higher positions in the service. The last two appointments to high school positions were determined absolutely on political grounds by members

of the Board of Education, and the recommendations of the superintendents, the legally authorized body, were cast aside. The supervisors of the teachers by fault-finding supervisors has destroyed most of whatever professional spirit existed.

"The Union claims that the New York schools are fundamentally un-American, that the training given to the children does not prepare them for citizenship in a democracy, and that the Union stands in defence of the ideals on which the republic is founded.

"Stupidity is the ruling attitude of mind in the educational system, and intelligence, when used in criticism of existing conditions, is crushed. The educational system is held in contempt by great numbers of citizens. The teachers can stand these conditions no longer."—*From The Evening Post (New York), of April 9, 1919.*

(Concluded from page 89)

not be used unless it was understood that Mr Schmalhausen was not to speak. The meeting met with that understanding, but with deep resentment.

Members of the A F of T should understand that Mr Schmalhausen was dismissed in December, 1917, "for conduct unbecoming a teacher." This case is referred to in the literature published herewith.

The other speakers carried out their part of the program with dignity and ability. Then resolutions were introduced strongly condemning the action of the Board in refusing our member the privilege of speaking. After some discussion these were adopted unanimously. The emissary reported that Mr Rybicki reported on the joint trial board methods of handling differences in unions "to the discredit of the Board of Education," that Mr. Gilbert E. Roe had uttered what were meant to be treasonable statements, and that the Board had been referred to as "tyrants," "oppressors," and representatives of a privileged class.

This report was sent to Supt Ettinger, who forwarded it to the Board of Education with the recommendation that the privilege of meeting in school buildings be withdrawn and that the superintendent investigate "the life, affiliations, opinions and loyalty of every member of the Teachers Union."

Four of the officers of the Union were summoned to the office of Superintendent Ettinger to undergo a "friendly conference." Three of them refused to answer essential questions because they "mistrusted the proceedings, and were without counsel."

The Union has been conducting a rapid fire campaign, and has shown up the injustice of the system to excellent effect. Labor to the number of about six hundred thousand workers has come to the aid of the Union as indicated in these columns.

On Saturday, April 12, a splendid meeting of the Union was held, addressed by President Stillman. At that meeting the Union was able to announce that President Somers had definitely indicated the day previous that he was ready to meet the Union in a conference. The Union agreed to hold a conference, and adopted fourteen points as the basis for it. These will be printed in the May number.

While agreeing to the conference, the Union calls on Mr Somers to retract publicly his published statement that the Union had printed treasonable literature. "Terrorizing the Public Schools" is the most outspoken literature the Union has ever printed. Read it, and say whether it is "treasonable."

In this controversy one fact stands out boldly. Labor has the power to make officials reasonable.

The Way Labor Helps the Teachers

THE Central Federated Union of New York, the Central Labor Union of Brooklyn, the Women's Trade Union League and the United Hebrew Trades jointly resolve as follows:

That we form a special joint-committee of the above bodies to undertake a thoro investigation of the attitude of the Board of Education toward the Teachers Union, their proposed investigation and their past attitude and conduct toward the members of the said union, and to specifically inquire if the innuendos and inferences of disloyalty given out by the Board of Education are not for the purpose of terrorizing its officers and members and thus destroying it.

Be it further resolved, that this committee enlists the services of experts to investigate in all respects the attitude and conduct of the Board of Education, its professional subordinates especially Dr John L Tildsley, and Dr William L Ettinger, and their educational policies. Pending the report of the investigating committee, the Board of Education should abandon its unquisitorial methods of investigating and trying teachers and substitute, therefor a trial committee of seven selected as follows: three from The Teachers Union, three from the Board of Education, the six to select the seventh member.

Be it further resolved, that the right to use the public schools be immediately restored to the Teachers Union. Only thus can our schools be made safe for democracy.

It Looks Easy

The city of Schenectady, New York, is trying an interesting experiment just now in forming the personnel of its school committee. The board there chances not to be elected as with us but to be appointed by the mayor. He has recently been called upon to fill a vacancy on the board caused by the resignation of a woman member, and has asked the teachers' association of the city to name from its own number a member to fill the vacant place on the board. The kinds of ability needed on a school board are various, but at least one member among them should surely be an expert in education. The outcome of the mayor's appointment will be watched with interest. Which city will be the next to try the experiment?—*From the Boston Teachers News Letter, of April, 1919.*

Plans for Development of the Teachers Union

PRESENTED AT A MEETING OF THE EXECUTIVE BOARD, AND RECOMMENDED FOR PUBLICATION
FOR ITS PROBABLE USE TO ALL LOCALS

- I. The Union must have a policy that will insure the continuous activity of the organization as a whole and a progressive development of special functions.
 1. Without a continuous policy by which we may connect periods of unusual activity over periods of depression, serious losses of prestige and membership must result.
- II. The work of the Union has become so significant to our members that we find ourselves being held by them to a high standard of performance, as well as to many sorts of duties. In other words, they expect the officers and volunteer workers to perform the regular services of a real union.
 1. This attitude of the members has resulted in the uncoordinated development of many kinds of activity.
 2. It has also resulted in throwing upon the shoulders of a few the burdens of the many.
 3. It has further resulted in some cases in the wearing out of the patience and the good will of some of our members, and the final loss of their services thru lack of organization and thoughtful appreciation.
- III. Instead of letting the development of our movement take place thru the severe conditions of natural selection, we should take hold of it and shape it while we are making it continuous and functional.
 1. This organized shaping of our work and policy is necessary in order to maintain a proper balance of all our purposes.
 2. It is necessary in order to make sure of undertaking all the kinds of work which we should be doing for our members.
3. It is also necessary in order to develop our professional standards and to maintain a position of power and influence in a teaching body that is being thwarted professionally by selfish or ignorant teacher-politicians.
- IV. The kinds of work that have been important, or may become important, for us to do it seems to me are about as follows:
 1. Keeping up the fight for improved economic conditions of the teachers, collecting data to show the necessity of improved conditions, getting groups of labor unions and others continuously interested in the matter, making the question an issue in political campaigns, and, above all, educating the teachers to comprehend the importance of intelligent cooperation in the struggle for better returns for work.
 2. The beginning of a campaign to get legislative action for substantial tenure of office, with the rights of the public protected by a joint reviewing board of teachers and elected representatives of the public.
 3. A campaign for the establishment for a Conciliation Board or Cooperative Judicial Body for the adjudication of administrative differences between the teaching body and the supervisory staff, or the Board of Education.
 4. A campaign for demanding that teachers be represented on the Board of Education.
 5. The beginning of a campaign for

- the changing of the state education law to require members of the Board of Education to be elected, and paid.
6. A campaign leading to legislative action making possible the court review of the acts of the Commissioner of Education of the State.
 7. The elimination of fear on the part of teachers in relation to their rights as teachers and as citizens.
 8. A campaign to establish the principle of merit in promotion to the higher positions in the service.
 9. A campaign to eliminate educational officials that may be shown to maintain and to act upon religious and political prejudices in their educational positions.
 10. The development of a desire among teachers to assume a responsibility for the work and the policy of their schools.
 11. The development of the idea of the school council of teachers.
 12. The establishment of a school to train our own members for obtaining higher licenses, or for doing better work in their chosen or assigned positions.
 13. The establishment of a publishing department to publish original studies of our members on matters of educational practise.
 14. The establishment of a sinking fund for owning a club house.
 15. An improved organization of Standing Committees.
 16. The development of a more cheerful social spirit among the teachers and the superiors elected by them, the principals, directors and superintendents.
 17. The organizing of our ideals and their constant presentation to the public and to the teachers thru newspaper letters and magazine articles.
 18. The training of a speaking staff to arrange meetings in the schools to get members and meetings before labor unions, and before the general public, in order to bring to the attention of all the principles for which we stand.
- V. The following suggestions are made for organizing and maintaining a continuous policy, and for executing it. The method of the labor unions, the American Federation of Teachers, the London Teachers Association, and the National Union of Teachers of England is to select workers from their own membership and to pay them for their services. As we might apply the idea, it would be to employ some workers on part-time until we get strong enough to employ them on whole-time, if that policy seems advisable later on. The groups of "unorganized" teachers are able to use the services of their leaders, because in most cases the leaders expect to use the influence developed in the process to obtain advancement in the system. We are not in that kind of business, and the Union cannot afford to exploit its own workers by accepting their continued services for nothing.
1. The Union should pay its workers at rates commensurate with the importance of the work, and with a rate of pay approximately that given for school work.
 2. The carrying out of the plan to pay workers should be made to depend on the development of special ability and efficiency of members in the performance of voluntary work, and on the need of the Union for particular kinds of service.
 3. The responsibility of the members employed should be to the Executive Board, with which body would rest the responsibility for organizing the efforts of the employes and the policies of the Union.

4. I should like to propose that we arrange at once to employ four of our members on part-time service upon the approval of a general meeting of the Union, on salaries of not less than \$40 a month and not more than \$60 a month for each of the ten school months.
5. On account of special qualifications and on account of faithful work done in voluntary service, I am glad to propose that we arrange with four members to take up work with pay:

One, to have charge of organizing membership campaigns, and to organize a school for the members.

One, to be the legislative representative or agent, to do the many things we want done in legislation, to organize co-operation with the labor unions, and to assist in the speaking campaigns for members.

One, to organize the publicity work, by creating a staff of writers for writing newspaper letters, for preparing occasional communications to the members, to the "unorganized" teachers, and to the general public; to arrange plans for meetings with various civic and social bodies, before which the ideals of the Union could be presented; also on occasion to assist in the speaking at the membership meetings.

The Secretary-Treasurer, to perform the regular duties of the office, and to be the Office Manager.

Respectfully submitted,

HENRY R LINVILLE,
*President, The Teachers Union
of the City of New York.*

A Testimonial Dinner*

A TESTIMONIAL dinner to Dr Henry R Linville, President of the Teachers Union, will be held Saturday evening, May 3, at the Cambridge Restaurant, 33d Street, opposite the Waldorf-Astoria, New York. The Teachers Union of the City of New York, Local Number 5, was founded in March, 1916. It has been decided to celebrate the third anniversary in this manner. Under the leadership of Dr Linville, Local Number 5 has grown rapidly into strength and influence. The campaign to unionize the teachers of New York is still going on.

The Teachers Union now numbers 1,100 members in good standing, all of whom are firmly pledged to the advancement of the union idea. Tickets may be procured from any of the members of the Dinner Committee consisting of William I Heller, Mrs Johanna Lindlof and Max Rosenhaus. Prominent speakers have been invited to attend as guests. An interesting as well as an entertaining evening is promised. The price of a ticket is one dollar and members are urged to make their reservations immediately, as a large attendance is expected. Those in search of a good meal, accompanied by verbal fireworks, please take notice.

* Inserted because the Editor needs a dinner.

This is the Official Organ of the

American Federation of Teachers

ORGANIZED APRIL 15, 1916

Affiliated with the American Federation of Labor

OFFICERS OF THE A F OF T

*President, CHARLES B STILLMAN, Chicago,
1620 Lake Avenue, Wilmette, Ill.*

*Secretary-Treasurer, F G STECKER, Chicago,
1618 Lake Avenue, Wilmette, Ill.*

*National Organizer; First Vice-President,
L V LAMPSON, Washington, D. C.,
1336 Otis Place, N. W.*

Model Question Paper for License as High School Principal

Preliminary Oath:

I do solemnly affirm (1) that I am 100 percent ignorant of the following books and writings: **The Declaration of Independence; the Federalist, Tenth Paper; Wilson, The New Freedom; the Constitution, First Amendment; Marx, Capital; Russell, Why Men Fight; Rolland, Above the Battle.** (2) That I do not read the following periodicals: **The Nation, The Dial, The New Republic, The Public, The Liberator.**

Questions.

1. If you suspected a teacher of radical tendencies, what methods would you employ to prove (a) that he is pro-German; (b) that he is pro-Russian; (c) that he is pro-Eskimo?
2. What principle of selection would you employ in choosing pupil-witnesses and teacher witnesses against a teacher whom you suspected of radical tendencies? Discuss with special reference to religion, desire for favor, and hopes of promotion.
3. "While I deprecate supervision involving espionage or oppression, etc." Show how, while deploring such espionage, you would train teacher-detectives and pupil-provocateurs to trap a teacher-suspect.
4. Show how each of the following subjects can be taught from the American point of view:
 - (a) Economics; (b) the Binomial Theorem; (c) the Ionic Theory;
 - (d) the Law of Gas Pressure; (e) the Six Per Cent Method.
5. Socrates conceived it as the teacher's function to assist in the birth of ideas. Trace the change in the conception of the function of the teacher, and show how the teacher now practises birth-control of ideas.
6. With regard to the League of Nations:
 - (a) Write a ten-minute speech for school assembly in which you show that the League should receive the support of every loyal American;
 - (b) Write a ten-minute speech to show that the League should be condemned by every loyal American;
 - (c) Write a ten-minute speech on the subject in which you say nothing at all about the League.
7. Describe in detail three ways in which you would "encourage" teachers to join associations to which they are opposed, or to which they are indifferent.
8. Write a 200-word essay on the professional dignity of the teacher, emphasizing the "higher obligations and love of the work" business.
9. Write three questions which you would put to a teacher in a friendly interview, each question containing at least three "ifs"; indicate how you would interpret the answers of the teacher, both as to content as well as to accompanying gestures, head shaking, etc.
10. Write a 200-word essay on the subject: Whatever is, is right.

J. A. B.

The Teachers Union of the City of New York
(Local No. 5, A F of T)