

The AMERICAN TEACHER

The Organ of
the American
Federation
of Teachers

MAY, 1919



Our Friends Today

Maryland Labor Convention

Joint Industrial Councils

From the Locals

**Democracy in Education
Education for Democracy**

Is Teaching a Declining Trade?

THE trouble with teachers is that, being women, as the majority of them are, they are far too modest. They seem to forget that they represent a high-grade class of brain workers. And they let everybody else forget it, too. They ought to keep us reminded of all the geniuses and great leaders that have sprung from their ranks. Mary Wollstonecraft was a teacher; Margaret Fuller was a teacher; Susan B. Anthony was a teacher. There is a list for women teachers to remember.

For more than a hundred years teaching has been the chief career for women with brains. The fact that it is now so scandalously underpaid shows how much we value brains, in spite of all our pretenses. Teaching is no longer a profession; it is a sweated industry.

To-day, if a bright, ambitious girl wishes to become a teacher, the Board of Education says to her something like this: "You are about to enter a time-honored and respected calling. It will give you a social standing that will make you feel superior to your sisters in 'business.' Hold hard to that feeling, for you will need all the consolation you can get out of it. You will be paid less than they, and you will have to make your money go further. Teachers must be ladylike in every respect, and

you must solve the problem of how to be a lady on \$15 a week.

"If one day you wish to marry, we shall be glad to accept your resignation on that day. We should much rather exchange your experienced services for those of a 'green' beginner than to have married women in the schoolroom. Other employers may strive to prevent a large labor turnover, but our aim is just the opposite."

* * * * *

But never believe that higher salaries alone will heal the breach already gaping so widely in the teachers' ranks. Unless they also have a voice—the women and the men, teachers together, organized into a professional union—in determining the conditions of their employment, even better wages will be in vain. The world is learning to-day by countless examples that what

the workers want is not alone a better wage, but to be valued as human beings should be valued—as personalities with their own opinions and their own consciences.

—Jeannette Rankin, in an Editorial in *The New York Journal* of May 3, 1919.

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The American Teacher

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Vol. VIII, No. 5

MAY, 1919

One Dollar a Year

New Locals for March and April

THE new locals organized since the publication of the March number of THE AMERICAN TEACHER run from No 54 to 74. The organization of this number covers about six weeks of time. The locations of the locals are as follows: 54, Ardmore, Okla; 55, Cumberland, Md; 56, Kensington, Md; 57, Athens, O; 58, Philadelphia; 59, Minneapolis; 60, Denison, Texas; 61, San Francisco; 62, Royalton, Ill; 63, Austin, Texas; 64, Galveston; 65, Coalgate, Okla; 66, Boston; 67, San Antonio, Texas; 68, Portsmouth, Va; 69, Granite City, Ill; 70, Meridian, Miss; 71, New York; 72, Fresno, Calif; 73, Linton, Ind; 74, Benicia, Calif.

The names of these and their officers will be published with later news of locals organized in the June number.

The Committee on Educational Reconstruction

CERTAIN of the locals of the American Federation of Teachers in Washington, Chicago and New York, have committees at work on a program of educational reconstruction. It is the idea of the Executive Council that these committees shall merge their activities whenever they have gone far enough with their local work to justify undertaking the task on a national scale. Doubtless one of the first acts of the national committee when it is formed will be to ascertain whether there are any other locals that may be induced to enter the national field. The quickest way to have in-

formation of that kind known in useful quarters is to communicate with the Editor of THE AMERICAN TEACHER, who will convey the facts to persons interested.

The point of view that is characteristic of the union movement among teachers must not go unexpressed. As in other particulars, no one will express this point of view if we do not. Furthermore, a national education bill will come up for consideration before the next Congress. If we are to have a considerable hand in the construction and the promotion of this bill, immediate organization of this committee work is necessary.

Our Friends Today

IT has been the fortune of some locals of the American Federation of Teachers to begin their careers under the blue skies of general public approval. Members of the Board of Education, the Superintendent of Schools, and the important newspapers, have given their blessings to the infant local. Young things are always objects of approval, until they begin to grow teeth.

Other locals seem to start under a spell of indifference, as if their genesis was attended by some form of unhallowed parentage. No one acknowledges them, except the warm heart of labor. Alone and unapproved by the formalist representatives of public education, and assaulted by the public press, their youth is characterized by a precocious shrewdness and a spirit of independence which sometimes make them seem unlovely as young things.

But the enthrenched friends of today may not be the willing friends of tomorrow. The young unions grow, and they become power-

ful. They no longer are dependent on their patrons, and the patrons begin to see that their power over the young things has weakened. Quite unrealized until too late, the entrenched friends comprehend the fact that the growing power of the young local is a menace to the continuance of the control which was as natural as it was agreeable.

Then without warning, the patronizing friends arise in their wrath, throw down their masks of hypocrisy, put on their iron-barbed gloves, and smite the youthful and menacing power full in the face.

The friends of today are no longer friends, but the young power finds in the outcast a brother. And both are the children of labor.

On the Coöperation of Intelligence

EVERY organization of teachers by custom depends on the energy and devotion of a few persons. One of the penalties these few individuals pay for the privilege of giving their services is sometimes an ungrateful charge of "autocracy," of "forming a clique," or of "getting their friends into the offices," or of some other unpopular act. Aside from instances where there is ignorance of the principles of sound organization on the part of the officers, accusations of favoritism are commonly due to the prevalence of "idle hands."

The best organizations of teachers are those which have a comprehensive program. One organized for the promotion of a salary campaign will cease to operate when the salary increase is attained, if such an event may occur. But an organization that plans for the improvement of its working conditions, for the development of professional ideals, for the establishment of a modern course of study, for the correction of systems of discipline, etc., etc., as well as for salary increases, will have a program when the salaries are adjusted. And such an organization will have plenty for idle hands to do.

Among the idle hands is a group perhaps in every organization which is in possession of an uncommon amount of intelligence. They are capable of doing much, but they often choose to do nothing. They do not even find fault with those who do the work. They pay their dues with more or less regularity, and give their best out-of-school effort to certain avocations in which they sometimes appear to be more interested than they are in education.

There are two things these able persons need. One is a keener conscience on the issue of how far it is right for them to accept the public trust of teaching, and then to neglect to give attention to ways of improving that service thru professional organizations, trusting sub-consciously that others will do that job for them. The other thing they need is a bit of professional discipline firmly applied by those who have been doing all the professional work.

Have you any such in your local? And have you planned to bring about the cooperation of their intelligence on a practical basis?

ANNOUNCEMENT

The symposium of newspaper editorials on teachers unions announced for this number must be postponed on account of crowded columns. But it will surely appear in the June number. Other articles in that number will be an account of the splendid fight of the St Paul labor unions for salary increases for teachers, and an article on the Federal Employees Union by a representative of that organization.

The American Teacher

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Maryland State and District of Columbia Labor Convention

ELIZABETH A HAYDEN

Grade Teachers Union of Washington, D C.

THAT leaders of the organized labor movement are deeply interested in securing the best educational opportunities for the children of all the people and also in the efforts of the organized teachers to gain freedom from economic oppression and autocratic control, was clearly shown during the deliberations of the Maryland State and District of Columbia Federation of Labor in Convention held at Lonaconing, Maryland, April 14-18, 1919.

The report of the Committee on Education was unanimously adopted and other action taken by the Convention was convincing proof of labor's recognition of the organized teachers as an important part of the labor movement.

REPORT OF COMMITTEE ON EDUCATION

To the Delegates to the Maryland and District of Columbia Federation of Labor, in Convention assembled, at Lonaconing, Maryland, this 16th day of April, 1919:

Your Committee on Education reports favorably upon the following RESOLUTIONS, No 29:

WORLD IDEALS

To-day the world is looking forward to two things—the immediate achievement of a satisfactory peace and the gradual readjustment of life to a new body of ideals. The achievement of the peace is the work of statesmen; the gradual readjustment of life to the new ideals which have come as the result of the war's experience, is, however, the work of the peoples of the earth as a whole, especially of the rising generations.

Tho a definition of these ideals is difficult, it is necessary to make one in order that we may know toward what end we are striving. We seek security from the woe of war with

its destruction of wealth and manhood. We seek an appreciation of the principle of the unity and solidarity of the peoples of the earth, and of the worth and possibilities of each and every nation. We seek an equalization of opportunity for all—opportunity for gaining an adequate living, for attaining the worthy gifts of life, and for participating in the privilege of public service. We seek democracy in industry as well as in government.

The attainment of these ideals rests in part, we grant with a possible League of Nations, but in a vaster degree on a spirit of enlightened self-interest, of international understanding, and good-will among the people of the earth.

AMERICA'S CONTRIBUTION DEPENDS UPON HER PUBLIC SCHOOL SYSTEM

But where shall the nation get its spirit of enlightened self interest, its international understanding and its spirit of good-will toward all men, unless it be in our public schools?

The school is the laboratory of ideals. There, in large measure, the fruits of victory may be lost or won. America's contribution to the realization of the world's ideals will be determined by her public school system. Education is no longer an exclusively local matter. It is one of local, state, and national interest. In order that America's contribution may be a worthy one, this country must have a comprehensive and nation-wide educational betterment program. She sacrificed men and money without stint to win the war. Now she must be at least willing to spend money in order that the fruits of the war may not be lost. England and France, in spite of enormous war-debts, are appropriating more than ever before for education. America must do as much; she cannot afford to do less.

The success of our school system depends

very largely upon the school teachers of the country. We can have schools without buildings; but we cannot have schools without school teachers. Their status is a matter of vital public concern.

Even many of the so-called soulless corporations realize their product depends fully as much upon the efficiency of the working personnel as upon the efficiency of the plant. The product of our schools is human character. It follows then that the happiness, welfare, and efficiency of the teaching personnel are essential to the success of our educational system.

But the teachers of America to-day are subjected to a system of economic oppression and intellectual repression. The average salary of the teachers of Maryland, for example, is about \$475 a year, or less than that of the unskilled and illiterate laborers.

We must realize also that democracy in government and in industry can never be fully attained unless there is democracy in education.

The class-room teachers are the real educators of the youth; yet they have little or no voice in the determination of text-books, of curricula, of educational policies, of wages or the conditions of their work. They impart ideas which too frequently are imposed upon them. There is little or no chance on their part for initiative, opportunity for development, nor encouragement for constructive work. They are too often under the domination of reactionary, tyrannical or short-sighted school heads. More and more they are getting under the control of county rings, city machines, and corrupt financial interests, which, thru the instrumentality of an autocratic educational system, seek to control the thought of the teachers in order to control the thought of the youth of the country. In the future, unless the organization of the schools is changed by an alert public, they will continue to be used by those interests in this country which know full well that they can do much to obstruct the progress of democracy in government and in industry if they can prevent it in education. Autocracy will

make its final stand in the dominion of the minds of men.

When the teacher is released from economic oppression and from autocratic control, then only can the youth of America be taught in the ways of free men; then only may we hope for full democracy in government and in industry; then only can America contribute as she should to the realization of the new ideals of the world.

In view of these facts and principles, **THEREFORE BE IT RESOLVED** that the Maryland and District of Columbia Federation of Labor, in annual convention assembled, at Lonaconing, Maryland, this 16th day of April, 1919, goes on record as approving, and pledges its support to the following:

First. In order to place our teachers upon a proper economic basis:

1. The enactment by the legislature of Maryland and by the Congress of the United States of statutes providing a \$1,080 minimum annual salary for the public school teachers of Maryland and of the District of Columbia, respectively;

2. The passage by Congress of the United States of the Hollis Retirement Bill for the teachers of the District of Columbia.

3. The passage by the legislature of Maryland of an adequate retirement and pension bill for the teachers of Maryland, which shall grant to such retired teachers a pension of at least \$500 per year;

4. The amendment of the school laws of Maryland so that teachers, when required to attend summer school, shall receive reimbursement for not less than 75% of necessary expenses so entailed;

5. The securing for the teachers of tenure of position during efficiency, and providing that there shall be no dismissals or suspensions without full and fair public hearings, at which the teacher shall have the privilege of being attended by friend and represented by counsel.

Second. In order to promote the democratization of our schools:

1. The full and unhampered right of the teachers of Maryland and the District of Col-

umbia to organize and affiliate with the American Federation of Labor;

2. The adequate representation of labor upon all boards of education, whether elected or appointed;

3. The appointment of a committee on education by all local and central bodies affiliated with this Federation; as well as by the Maryland and District of Columbia Federation of Labor;

4. The official recognition by boards of education of advisory teachers councils, elected by the teachers, in order (a) that the teachers may have a voice in the determination of text books, curricula, school policies, their wages, and the conditions of their work; (b) that the needs of the children whom they teach may be fully presented; and (c) that the classroom teacher may the better train the youth in the ways of political and industrial democracy;

5. The passage of a law by the Congress of the United States providing for the election of the school board of the District of Columbia by the people themselves;

6. The passage of legislation providing free text-books for the children of the District of Columbia, not only for the grades, as at present; but for the high schools as well, in order to promote equal educational opportunity for all the children of all the people;

7. The wider use of school plants as centers of enlightenment, educationally, industrially and economically for the betterment of the condition of the whole people in the community to which the schools belong. The establishment of night schools giving practical, helpful courses for the benefit of the many ambitious mechanics, tradesmen and workers who were compelled by economic need to leave school at an early age. The making of school libraries available to the whole community; and the addition of such books as will give the worker a real opportunity to increase his knowledge industrially, economically and politically.

8. The consolidation of rural schools, wherever practicable;

9. The adjustment, and if necessary the expansion, of the curricula of our elementary

and secondary schools so that full opportunity for preparation in the callings of their choice may be offered the children of our people; the adjustment of such curricula to community need; and the flexibility of such curricula so that transfers may be made by the student from one course to another upon good personal or economic reason.

10. The enactment by the legislature of Maryland and by the Congress of the United States of more adequate physical education laws for the children of Maryland and of the District of Columbia, respectively;

11. That adequate continuous dental and medical inspection and care be provided for all the children of the public schools of Maryland and the District of Columbia.

Third: The passage by the Congress of the United States of the Towner Educational Bill, H R 15400, or its equivalent, as described in the following extracts from a pamphlet recently published jointly by the American Federation of Labor, the American Federation of Teachers, and the National Education Association:

THE TOWNER EDUCATIONAL BILL, H R 15400,
65TH CONGRESS, THIRD SESSION

Introduced by Congressman H M Towner, of Iowa,
January 30, 1919, at the Request of the American Federation of Labor, the American Federation of Teachers, and the National Education Association.

BRIEF ANALYSIS OF THE BILL

Title: "A bill to create a Department of Education, to authorize appropriations for the conduct of said Department, to authorize the appropriation of money to encourage the states in the promotion and support of education and for other purposes."

ESTABLISHES A DEPARTMENT OF EDUCATION

The bill establishes a Department of Education, with a Secretary at its head, thus giving Education recognition in the President's Cabinet along with Agriculture, Commerce, Labor and the other Departments. At present the administration of educational affairs is parceled out among more than eighty different bureau boards and divisions of the several Departments of Government. The Bureau of Education in the Department of the Interior was established for the collection of statistics and the dissemination of information.

CONSOLIDATES BUREAUS AND AUTHORIZES EDUCATIONAL RESEARCH

The bill transfers the Bureau of Education to the Department of Education and authorizes the President to transfer such other educational bureaus, commissions, boards, divisions and branches as, in his judgment, should be administered by the Department of Education. It is

made the specific duty of the Department to encourage the states in the development of public educational facilities, and authorizes investigation and research in the fields of illiteracy; immigrant education; public school education, especially rural education; physical and health education and recreation; preparation and supply of competent teachers; and in such other fields as come within the provision of the Act. It authorizes the encouragement of higher and professional education, and the appointment of educational attaches to foreign embassies to investigate and report on the educational systems of other countries.

AUTHORIZES APPROPRIATIONS FOR SPECIFIC PURPOSES

The bill authorizes the appropriation of \$100,000,000 annually to be apportioned among the states for the following purposes:

1. To encourage the states in the removal of illiteracy, \$7,500,000.
2. To encourage the states in the Americanization of foreigners, \$7,500,000.
3. To encourage the states in the equalization of educational opportunities, and for the partial payment of teachers' salaries, providing better instruction, extending school terms and otherwise providing equally good schools for all children, \$50,000,000.
4. To encourage the states in the promotion of physical and health education and recreation, \$20,000,000.
5. To encourage the states in providing facilities for preparing and supplying better teachers, \$15,000,000.

PRESERVES STATE AUTONOMY AND LOCAL CONTROL

The appropriations are allotted to the states on condition that the state, or local authority, or both, shall furnish an equal amount for each specified purpose. The administration and control of education is left entirely to the states, and to local authorities, the Federal Government exercising supervision only to the extent necessary to see that the several amounts appropriated are used by the states for the purposes specified in the Act. The bill provides that the funds allotted to the several states shall be paid quarterly to the respective state treasurers, and disbursed on the order of the state's chief educational authority, as designated by the state legislature.

Fourth: The recognition of the principle that in order to keep the world safe for democracy, the schools must be made safe for democracy.

Resolved Further (1) that this Convention instruct its Legislative Committee to present to the next General Assembly of the State of Maryland, and to the next session of the Congress of the United States, the above preamble and resolutions, as a memorial from organized labor, and that they exert every legitimate effort to have appropriate legislation enacted; and

(2) That this Convention instruct its executive Committee to print enough copies of

the above preamble and resolutions for, and to send one to, each teacher in Maryland and the District of Columbia, and one to each local affiliated with the Maryland and District of Columbia Federation of Labor.

Respectfully submitted,

HAROLD E WARNER, Chairman.

High School Teachers

Union of Washington, D C.

ELIZABETH A HAYDEN, Secretary.

Grade Teachers Union
of Washington, D C.

GILBERT C COOLING,

Allegany County Teachers
Union, Maryland.

A B BOUGHTON,

Allegany County Teachers
Union, Maryland.

B W PAYNE,

Federal Employees Union
No 2 of Washington, D C.

Immediately after the reading, by Mr Payne, of the report of the Committee on Education, Mr Warner, Chairman of the Committee obtained the floor and spoke as follows:

*Mr Chairman, Ladies and Gentlemen
of the Convention:*

The present nation-wide movement in the direction of educational reconstruction, is, as you know, a direct outcome of the war. The war revealed to us certain shocking conditions in our national life. For example, as a result of the draft, we learned that there are 700,000 young men in this country, between the ages of 21 and 31, who cannot read or write a word in any language.

During the earlier part of our participation in the great war, some 200,000 of these illiterate young men were sent across to fight the battle of democracy. And one of these illiterate dough-boys having learned to write a little in a Y M C A hut wrote home: "Ain't it a shame to send us illiterate Americans up against them educated Germans." It would have been a shame; and nobody knew it better than General Pershing, who shortly thereafter wired back to Washington to know whether the authorities there thought that he was conducting a war or running an asylum for the feeble-minded!

I may say that very soon after this, a Department of psychology was formed under the War

Department, headed by Major Terman, formerly Professor of Education in the University of California, and from this time on none were sent across seas except those who had had sufficient education to enable them to meet the requirements of modern warfare.

Another thing revealed by the war was the shocking effect of our failure to properly assimilate and educate foreigners in our American ways and language. Why we find that there are today 10,000,000 men, women, and children in the United States, including the illiterates, who cannot read or write the English language. Think of it, 10,000,000 persons who, if they could be here in this convention today, could not understand a word that is said here, or read a word of the reports of what is done here!

Lastly, the physical health condition of our young people, as revealed by the war is amazing. Over 700,000 of the young men, between the ages of 21 and 31, called before our draft boards, had to be rejected from military service because of physical infirmity. Think of that—physical infirmity. Why two years ago, when we used the word physical infirmity, we used to think of an old people's home; and yet today we know that in this connection we must think of the supposed flower of American young manhood!

Now, my friends, what is the cause of these terrible national weaknesses which have required a world war to be revealed to us? The cause must be sought, largely, in our educational system, for we know that it is during the period of legal infancy—that is, between birth and 18 or 21—that reading and writing may be best taught, health built up, and American principles and ideals be instilled.

When we investigate closely our educational system, we do indeed find conditions which cause us to wonder. For example, we find the American teacher working under conditions of economic oppression and intellectual despotism that beggar description.

Consider the matter of teachers' salaries. The average salary of the American teacher all over the country is around \$500 per year.

In Baltimore they have a very beautiful public park, called Druid Hill Park; and in that park, among other things, they have a cage filled with monkeys; and the people of Baltimore think so much of those monkeys that they have to have a keeper for them; and so they pay a man \$960 a year to look after the moral and physical and spiritual welfare of those monkeys, which is just double the salary that they pay to certain of the Baltimore teachers for attempting to guide the destinies of the future men and women of Baltimore!

In one of our Southern states, according to a report of the Russel Sage foundation, they pay certain convicts, sent out to work upon the roads, more money per day than they pay their elementary school teachers!

Now let me call your attention to a quotation from an article that appeared in *The Bankers' Magazine* for January, contrasting the school teacher with the unskilled laborer. The writer says: "We pay the American unskilled laborer more than we pay the teacher, because he is worth more. He makes a larger contribution to the welfare of society."

Now I do not quote this for the purpose of comparing here the relative worth of the teacher and the unskilled laborer. I believe that any man who does an honest day's work, regardless of his position in the economic scale, is the equal of any other man. But I make this quotation merely that I may call your attention to the fact that at last the teachers of America are beginning to get wise to some things. We are just beginning to know that the sudden interest of the banker in the worth of the unskilled laborer is not due to the intrinsic value of the laborer's services; but to the fact that the laborer is affiliated with, and has the backing of, The American Federation of Labor!

Delegates of the convention, we teachers do not come before you today to teach you anything. We get enough of teaching in the classroom. But we come here to lay before you our needs and wishes, as embodied in the resolutions now before you, and to ask you to tell us what's the matter with them.

If you pass these resolutions today, you will, of course, do a great thing for the American teacher; but you will do more than this. During the past two years the union organizations of teachers have grown from nothing to over 60 local bodies, affiliated with the American Federation of Labor, you will add a tremendous impetus to the organization of the teachers throughout the state and nation, which, we trust, will be a thing of mutual value.

One more sentence and I have finished. The resolutions now before you comprise, we believe, one of the most sane and progressive educational programs ever laid before the people of a state, and if they are passed today, I confess to you that it is with a feeling of great pride that we shall return to our homes and say to the educators there—"See, while you have been discussing educational reconstruction in the peaceful seclusion of the academic cloister, the labor men and women of the State of Maryland and the District of Columbia have been busy and transformed ideas into action!"

Other representatives of the teachers made strong statements in support of the report which was finally unanimously adopted by the Convention.

Among other evidences of the keen intelligent interest with which organized labor in this section of the country is following the interests of the teachers was the introduction of a strong resolution relative to the now celebrated Wood case by Delegate Nolda of the Central Labor Union of Washington,

D C. This resolution was also passed unanimously. The Central Labor Union of Washington has on all occasions given its instinted financial and moral support to the interests of the teachers and schools. Teachers of Maryland and the District of Columbia having received such substantial proofs of the backing of the entire labor movement of this section of the country should be able to report at the next annual convention a hundred per cent organization.

Joint Industrial Council of Bradford (England) City Corporation and Its Employees

(From the Monthly Labor Review of the U S Labor Bureau of Labor Statistics, April, 1919)

IN line with the recommendations of the Whitley committee for the establishment of joint industrial councils, the Bradford (England) City Council has organized a joint consultative board of the corporation and its employees to consider at regular intervals questions of wages, rates of pay, hours, and working conditions, and to take necessary steps to prevent the differences and misunderstandings between the corporation and its employees, according to information from the United States consul at Bradford under date of January 16, 1919. The corporation, continues the consul, is the largest employer of labor in the city, having nearly 7000 employees, such as school teachers, clerks, etc, and employees in the various public services, such as tramways, and the municipal gas, electricity, and water works, etc.

The board will consist of 32 members, one-half appointed by the corporation, and the other half by the respective sections or groups of employees. The scheme will not in any way interfere with the liberties of the corporation on the one hand or the rights of the unions on the other. The board will represent all sections of the employees, and the unions will, as heretofore, have full power to approach the respective committees of the cor-

poration upon any matters they desire to bring forward.

National industrial councils are in process of formation for most industries, including tramways, gas, water, and electricity, while the National council for all employees of local authorities other than the four large trading undertakings above mentioned has been formulated by a drafting committee from the large municipal associations on the one hand and representatives of 12 large trade-unions on the other. The Bradford local board was formed after consultation with the Minister of Labor. Already it is stated, other municipalities are considering the formation of similar local boards.

In a printed copy of the draft scheme which has been received by this bureau the functions of the board are stated to be—

to secure the largest possible measure of joint action between the corporation and its employees for the development of the various services of the corporation and for the improvement of the conditions of all engaged therein.

Among its more specific objects are the following:

To provide, in respect of the services concerned, for

(a) The consideration at regular intervals of wages and rates of pay, hours, and working conditions (including the method of adjustment of earnings to actual or anticipated new conditions).

(b) The consideration from time to time of such matters as sickness and accident pay, compensation and unemployment and underemployment pay.

To take such action as it may deem necessary or desirable to prevent differences and misunderstandings between the corporation and its employees.

The immediate consideration of any differences between any parties and sections in the corporation service, and the establishment of any necessary machinery for this purpose with the object of securing the speedy settlement of the differences.

The collection of statistics and information, as and when agreed upon, on matters appertaining to the services concerned.

The encouragement of the study of processes and design and of research with a view to perfecting the services concerned.

The provision of facilities for the full consideration and utilization of inventions and improvements in machinery or method, and for the adequate safeguarding of the rights of the designer of such improvement, and to secure that such invention and improvement in machinery or method shall give to every person concerned an equitable share of the benefits, financial or other.

Inquiries into the special problems of the services concerned, including the comparative study of the organization and methods of the services in this and other countries, and where desirable the publication of reports.

The consideration of the means to secure that the employees shall have a greater share in and responsibility for the determination and observance of the conditions under which they carry on their work in so far as it affects the health (including housing) of workers employed in the services concerned, with a view to improvement, and the provision for special health treatment where necessary for workers in the services concerned.

To provide the best means of securing (1) the observance by the corporation and its employees of the decisions and agreements mutually arrived at by their representatives; (2) the greatest possible security and continuity of employment.

The consideration of any proposed general legislation affecting corporation employees and representation of the needs and wishes of the board to Parliament or Government departments thru the city council.

The consideration of arrangements for the supervision of the entrance into and training for the various services of the corporation and co-operation with education authorities in arranging education in all its branches for such services.

The consideration of measures for securing the inclusion of all work people in such services in their appropriate trade unions or associations.

To take steps to provide that the board either directly or thru its subcommittees, shall be the "works committee" under any national industrial council which covers any services of the corporation.

NU T EXECUTIVE ELECTION, 1919 (DIVISION 10)

If you want a man with a program and a record of hard and successful work for Teachers,

VOTE
FOR
G D BELL
PROGRAM.

1. A new and better scale of salaries for London.
 2. War bonus to be made permanent.
 3. A Whitley Committee for London.
 4. Decentralisation of Union work.
 5. Direct Teacher Representation on all Education Authorities.
 6. More Parliamentary Representation.
 7. One Union for all Teachers.
 8. Elimination of the Unqualified Teacher.
- Advertisement in *The London Teacher* of March 21, 1919.

This advertisement of a candidate for office in The National Union of Teachers of England will interest our members.—EDITOR.

LONDON CORRESPONDENCE

In a competition for the best collection of "howlers," which was recently arranged by the University Correspondent, the following gems were received:

Martin Luther was nailed to the church door of Wittenberg for selling papal indulgences.

Chicago is a large town at the bottom of Lake Michigan.

Ben Johnson survived Shakespeare in some respects.

The Habeas Corpus Act was that a man couldn't be kept in prison against his will.

One of the old Roman roads is called The Milky Way.

"Oliver Twist" was written by Nicholas Nickleby.

A monsoon is an animal which eats snakes.

The Conventicle Act was that no man attending a church within five miles of his house should be a schoolmaster.

Things which are equal to each other are equal to anything else.

Simon de Montfort formed what was known as the Mad Parliament—it was something the same as it is at the present day.

Elle le baisa sur le front—She lowered him on to his head.

The Anzacs are a race of South American savages.

A schoolmaster leads a sedentary life.—*Christian Science Monitor* 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, GERTRUDE L. LADSON.

Local No. 25, Norfolk, Va, JULIAN S. HUGHSON

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

EXTRACTS FROM SECRETARY STECKER'S APRIL LETTER TO THE FINANCIAL SECRETARIES

EVERY means should be used to keep the Executive Council and officers informed as to activities, difficulties and successes of the locals. Some secretaries send in special reports, some make a brief statement along with the monthly report and many give no indication of conditions. Some secretaries are not yet aware how much depends upon them in forming the closer relations between the local and national organizations.

The mail during the past month has been very interesting. I can mention only a few cases. The Madison Federation No 35 assisted a Citizens' Committee in selecting the candidates for their Board of Education and then helped elect them on a Non-partisan ticket. The report which had been made regarding the salaries of the teachers in comparison with other wages roused public opinion in Madison to such an extent that the old Board at its last meeting raised the salaries about \$150, an unprecedented amount for Madison. Several other locals are

conducting a salary campaign the results of which have not yet been reported. The St Paul Women's Federation, No 28, feels very well satisfied with the progress made in the few months of organization. Their report will appear in the June number of THE AMERICAN TEACHER. The New Orleans Trades Council welcomed the delegates of Local No 36 and the President was made a delegate to the Louisiana State Federation of Labor Convention, and the latter honored the teachers of New Orleans in spite of the recentness of the affiliation, by electing Miss Aurianne a Vice-president and member of the Executive Board of the State Federation of Labor. The Sacramento locals are doing excellent work in reaching the teachers of the state who visit the capital for legislative purposes. There are six live locals in California. There are other interesting items. Let us know your story.

NEW YORK AND WASHINGTON

(TWO HANDS CLASPED)

NO TEARS, ONLY JOY!

From Local No. 5.

(The Teachers Union, New York)

FREEDOM AND INITIATIVE IN THE SCHOOLS

"FREEDOM and Initiative in the Schools" was the subject of discussion at the meeting held by the Public Education Association of New York, on April 26, 1919, at Hotel McAlpin. Those taking part in the discussion were Dr John L Tildsley, Associate Superintendent of Schools, of New York, Prof George D Strayer, President of the National Education Association, Prof Zechariah Chaffee, of the Harvard Law School, and Mr Henry R Lin-

ville, President of the Teachers Union, New York.

The addresses are being published separately by the Public Education Association, 8 West 40th St, New York. A fair account of the discussion was printed in the *New York Times*, of Sunday, April 27, 1919.

The outcome of the discussion was on the whole favorable to the liberal opinion expressed at the conference. The President of the Teachers Union has received from a professor in Clark University, Worcester, Mass, the following note: "If your opinion of the relation of the administrative control of the New York City schools to the forces of reaction and obscurantism was correctly reported in last Sunday's *Times*, I want to extend my hearty approval of your arraignment, which I believe to have been no less accurate than courageous. If the reactionaries can be kept from getting entrenched during this period of patriotic fervor, which they are capitalizing for quite different ends, I believe the outlook for liberalism is not without some promise."

SIGNED BY MEMBERS

Stand-by-the-Union Pledge

1. We reiterate our condemnation of any efforts of the school officials to prevent us from being addressed by speakers of our own choosing.
2. We reiterate our right to criticize the school syllabus.
3. We reiterate our right to criticize the actions of school officials.
4. We maintain that the charge of tyranny and oppression by the school officials is supported by the very action contemplated against the Union and its officers.
5. We pledge ourselves to give moral and all other effective means of support to the officers of the Teachers Union.
6. We assume equal responsibility with them for the holding of the meeting of the Teachers Union on March 29, 1919, in Public School 27, Manhattan.
7. We reiterate our belief in the American Constitution, including the guarantee of free speech, and we believe that the Constitution applies to teachers as well as to other American citizens.

8. If the exercise of these rights has become an offense, we too are offenders.

9. If our officers must be punished, we too must be punished.

10. We are determined to continue to exercise the freedom of speech and of thought that the Constitution established for us.

WAR ON TEACHERS' UNION

The Board of Education has denied the use of public school buildings for meetings of the Teachers Union, and a second resolution outlawing the organization was sidetracked for the time being when the president suggested the impropriety of being "at once investigators, jury and judge in this case."

The board's edict was instigated by a report of a meeting of the Teachers Union in which free speech and the rights of teachers were discussed. This insubordination was bad enough, but it was claimed that the teachers had declared that members of the board of education were desirous "of suppressing the rights of both teachers and pupils."

Behind the board's opposition, however, is the outstanding fact that the teachers, thru organization, are acquiring independence and no longer refuse to look upon members of the board as tin gods.—From *A F of L Weekly Newsletter* of April 12, 1919.

HELP WANTED

At a meeting of the Teachers Union, according to a report laid before the New York City Board of Education, "the Board was represented as tyrants, oppressors, a privileged class, desirous of suppressing the rights of both teachers and pupils." If there is still anybody in New York who doubts the substantial validity of the indictment, he has only to read the press accounts of the proceedings of the board on April 7, to have all his doubts removed. The board empowered Superintendent Ettinger to institute an immediate and exhaustive investigation into the life, affiliations, opinions and loyalty of every member of the union. If any union-breaking private corporation possesses a more effective instrument of oppression, the Board of Education would like to know about it.—From *The New Republic* of April 12, 1919.

TEACHERS CALL BLUFF

President Somers, of the Board of Education, defends the board's opposition to the Teachers Union on the ground that it has published "treasonable literature." This attempt to create a hostile sentiment against the teachers is met by Dr Henry R. Linville president of the union, who calls on Mr Somers to produce the literature.

"The teachers are fighting not only against autocracy in the educational system," said President Linville, "but they are also fighting against dishonesty."—From *The A F of L Newsletter* of April 19, 1919.

MUST WE REPEAT THE RACE EXPERIENCE?

What strange obsession afflicts school boards that they should be so different from other public bodies? Why should they be among the worst of employers? Why should they forever be quarreling with their employees? There was a time when employers denied their men the right of organization, and refused to see committees representing them. They arrogantly declared they would run their own business as they saw fit. But that is a thing of the past. Few employers now hold out against the demand for collective bargaining; few, that is, aside from school boards. These august bodies, presumably public servants, exclude teachers from any part in the management of education. If protest is made the objectors are investigated to see if they are traitors or have Bolshevik tendencies. Political democracy is recognized, and industrial democracy is rapidly growing. But there must, if we would heed the school boards, be no democracy in education. What nonsense is this? Upon what meat do these men feed that they are grown so great? Must the school teachers go thru the long struggle that has marked the advance of organized labor in order to secure simple justice?—From *The Public* of April 19, 1919.

NEAR OUTLAWS

The Board of Education in New York City, which is not familiar with current tendencies in this country and abroad, has forbidden the Teachers Union to assemble in the city's schools. A remark by President Somers that "we cannot be at once investigators, jury and judge in this case" prevented the Board from adopting a second resolution condemning and outlawing the teachers organization. But the first amazing proposal went thru swimmingly.—From *The New Republic* of April 26, 1919.

THE PRESENT CRISIS

The privilege of using school buildings for meetings is still withheld from Local No 5, New York, on the ground that the Union has criticised the Board of Education.

The Glassberg trial was finished on Friday, May 9, 1919, with a splendid summing up by the counsel of the Union, Mr Gilbert E Roe, of New York. The decision of the Board has not yet been rendered, but the clear indication as expressed by President Somers is that the Board considers itself justified in examining into the private political and social views of teachers. The Teachers Union denies the validity of this position.

From Local No. 8

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

Extracts From

"DISCIPLINE OF TEACHERS FOR 'HERESIES' IN THE WASHINGTON, (D C) PUBLIC SCHOOLS

THE CASE OF MISS ALICE WOOD"

COMPILED BY THE HIGH SCHOOL TEACHERS
UNION AND THE GRADE TEACHERS
UNION OF WASHINGTON, D C

EXCERPTS FROM THE ORGANIC LAW

Public Act No 254; Approved, June 20, 1906

Sec 10. When a teacher is on trial or being investigated he or she shall have the right to be attended by counsel and by at least one friend of his or her selection.

Sec 2. The organization meeting [of the Board of Education], and all meetings whatsoever thereafter, shall be open to the public, except committee meetings dealing with the appointment of teachers.

EXCERPTS FROM THE RULES ADOPTED BY THE BOARD OF EDUCATION

72. These rules are adopted in explanation and furtherance of Section 10 of the Act of June 20, 1906.

"Being investigated," as mentioned in Section 10, shall refer to an investigation made by the board, or a proper committee thereof, or by some officer or other person acting under "authority of the board or such committee."

The right of attendance of counsel and friend shall be construed to exist at the first stage of the investigation or trial at which the party involved is formally accused.

Procedure of trial shall be as follows:

The charges preferred shall be put in writing, signed by the person making the complaint, and countersigned by the superintendent. Each charge shall be specifically set forth with due regard to the time, place and character thereof.

To the complaint shall be appended an order signed by the president of the board directing the party accused to appear before the board for trial or investigation, at a meeting to take place not less than five days, exclusive of Sundays, after the day of the service of copy of complaint on the person accused. . . .

70. The violation of any of the rules of the Board of Education; disobedience or neglect of the orders of those in authority; any other offenses against morality or good order; or inability to perform sat-

isfactorily the duties of his position on the part of any employee of the board, shall be, any or all of them, considered cause for suspension by the President of the Board of Education, or dismissal by the board. The suspension of any employee shall extend only to the next meeting, regular or special, of the Board of Education, unless otherwise ordered by the board.

AN OUTLINE OF MISS WOOD'S HISTORY OF THE CASE

1. On February 14, 1919, Dr E S Newton, Principal of the Western High School, handed me a letter, signed by two parents, Mr Frank P Reeside and Mr Thomas Bradley, quoting indirectly and protesting against various remarks, especially those on the subject of Bolshevism, made by me in an English class.

2. I answered the letter, explaining the occasion of the remarks, assuring the gentlemen of my patriotism, and explaining my aims in teaching. I also assured Dr Newton that if the Board so desired I would not permit the discussion of any topics they cared to ban.

3. No suggestions, however, came from them.

4. On March 12, I was called to the telephone and asked by Mr Thurston to meet him and two members of the board in an informal conference which was held March 17.

5. Before going I 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 was merely a friendly conference for which no counsel was needed.

6. I asked Dr Newton as my principal to accompany me to the conference. We met in Mr Thurston's office, the others present being Mrs Gerry, Mr Learned and Mr Thurston.

7. Thruout the meeting the atmosphere was informal and friendly. No charges were preferred and no reference was made to the letter from the parents. Mr Learned as chairman questioned me in a courteous and friendly manner as to my education and training and discussed with me my views on certain questions of economics and ethics.

8. The conference ended with the expressed opinion of the committee (who, however, had not conferred during the meeting) that I had committed an indiscretion in discussing these economic and social subjects in class. I had previously stated that I would obey any direction given me that such subjects should not be discussed. Dr Newton and I withdrew under the impression that the incident was closed.

9. On Thursday morning the papers had in large headlines the news that I had been suspended as unpatriotic, with various false statements in the stories.

10. Later, Mr Kramer informed me by telephone that I was suspended for one week without pay.

11. No reason was given.

12. On Thursday evening I found at my home a letter from Mr Thurston giving the reason for my suspension, "an attempt to touch on and interpret certain economic and social subjects in which you were clearly an amateur."

FURTHER STEPS IN THE CASE

1. After hearing the full statement by Miss Wood, above summarized, the Executive Committees of the High School Teachers Union and Grade Teachers Union under date of March 22, addressed a letter of inquiry to the Board of Education asking for information as to the specific charges against Miss Wood and the method of procedure with reference to her suspension. At a four-hour session of the joint committees held on this date Mr Paul E Lesh, of the firm of Wilson, Huidekoper & Lesh, was retained as counsel. He advised the committees at this meeting before further action was taken, and has since been in daily conference with the officers.

2. The President of the Board of Education in his reply to this letter of inquiry stated "that the Board's action in the premises is not the proper subject of interrogation or review by other teachers or groups of teachers," furthermore that the grounds for the board's action had been sufficiently explained in the letter of the superintendent notifying Miss Wood of her suspension.

3. On March 31, at called meetings of the High School Teachers Union and The Grade Teachers Union, the above facts were presented and resolutions were unanimously adopted, (a) protesting the suspension of Miss Wood, and asking the Board to rescind its action in her case, and (b) asking for a public hearing in order to make plain the position of the Unions in this matter and to discuss the general status of teachers in the Washington Public Schools.

SUMMARY OF ISSUES

Inasmuch as the Board of Education is supreme in "questions of general policy" affecting the public schools of Washington, and no appeal lies from its decision on such questions except to public opinion, we submit to public opinion these inquiries:

Is it for the good of the schools, pupils and public—

(1) That a teacher should be disciplined by a suspension for one week without pay? A teacher is in a position requiring the exercise of authority and the enforcement of discipline over her pupils; punishment or humiliation known to her pupils lessens her efficiency as a teacher. Are the same methods of discipline appropriate to her as to an operative employee? Does discipline by suspension improve her teaching? Does it improve her relations with her pupils? Does it improve the morale of other teachers?

(2) That the Board should punish teachers for assuming to discuss with pupils subjects clearly within the general scope of courses which they have been directed by their superiors to teach, upon the ground that the Board considers them to have been incapable of discussing the subjects in question?

(3) That teachers assigned teach economic, industrial and social subjects should be restrained from freedom of expression by fear of discipline should their views not be approved by the members of the Board whose views and desires have not been made known to the teachers?

* (4) That "bolshivism and similar heresies," to use the Superintendent's phrase, should be excluded from discussion by trained teachers, with pupils of an average age of sixteen to eighteen years, for whose intelligent understanding of government, economics and current events the teachers are responsible?

* (5) That "bolshivism and similar heresies" should find here in America the unfairly fertile field that ignorance on the part of our future citizens can alone prepare?

* (6) That the teachers of such pupils should fear to aid them to an understanding of social and political doctrines and practices different from or even inimical to our own, as though knowledge of them would not lead the product of the American public school the more to cherish and enable him the better to preserve and defend the heritage of our institutions?

(7) That the views of the heads of departments (of instruction, such as English, History, Mathematics, etc.) and of principals of schools, should be ignored by the Board in appraising the work of teachers?

(8) That the views of a few (perhaps two or perhaps three) of many parents founded upon information from a few of many pupils should be accepted by the Board, without a hearing, and the action adhered to by the Board in the face of a positive denial from the teacher presented and supported by the unanimous action of the Teachers Unions?

(9) That a teacher should be disciplined—

(a) Upon a matter complained about by two or three parents upon information derived from children whose immaturity formed an element in the complaint;

(b) Upon verbal information communicated to the Board in secret session by one of two Board members (who had with the Superintendent and her principal so conferred with her in an "informal

friendly conference" as to leave her under the impression that the matter discussed was to be dropped) and

(c) Upon the motion of an influential member of the Board who never saw her and who was a close business associate of two complaining parents, seconded by a member who never saw her and had no information other than that derived as above stated?

(10) That the Board of Education, directed by law to meet in public should so abuse the privilege of prior conference (assuming that as claimed by the Board the privilege exists) that a matter in which the public is so vitally interested as the application of the Unions for a hearing this matter, should be disposed of without announcement other than that a reply would be sent, in a Board meeting scheduled for 4:30 P. M., and taking place from approximately 6:05 to 6:20 P. M., preceded by a secret conference lasting from 3:30 to 6:00 P. M.?

To the Courts of the District of Columbia, we shall, if it becomes necessary, submit the more narrow issues which we are advised are within their jurisdiction, probably the following:

(1) Has the Board of Education the power to fine a teacher by depriving her of her salary for a stated period as a measure of discipline, or is the disciplinary power confined to separation from the service?

(2) Has the Board of Education the power to discipline a teacher for the reasons assigned in Miss Wood's case?

(3) Has the Board of Education power to investigate and act upon charges against a teacher by "informal inquiry" without giving to the teacher a trial or investigation in the mode prescribed in the Organic Act and in its own rule, and in fact, without any restriction whatever as to procedure or formality?

ALICE DEAL,

President, High School Teachers Union.

CLARA K. STUTZ,

President, Grade Teachers Union.

PAUL E. LESH,

Counsel.

AFTER ALL, CZARS DO LOVE ONE ANOTHER

In Washington the teachers' unions have engaged counsel and are preparing to fight in the courts the case of Miss Alice Wood, who was suspended from her duties as a teacher because, in answer to a question, she said that she thought "the Soviet Government in Russia was better for Russia than was the absolutism of the Czar."—From *The Public* of April 12, 1919.

* Questions (4), (5), and (6) are not essential to Miss Wood's case: she has been at all times willing to obey the directions of the board, and has not raised the question of the wisdom of the direction when given. Her complaint in this respect is that no directions had been given when her supposed offense was committed.

"OTHER HERESIES"

The old subject of free speech, at an amazing new angle, has been brought up to the country by the ingenuity of the Board of Education of Washington, D. C. The educational authorities of the national capital have forbidden the teachers of current events in the city's high school to discuss the following subjects:

1. Bolshevism.
2. The League of Nations.
3. "Other heresies."

President Wilson will be greatly interested when he returns.

The incident began with an inquiry propounded to a teacher in the Washington Western High School by an extremely inquiring student. This student wanted to know if Bolsheviks were anarchists. The teacher thereupon explained the difference between Bolsheviks and anarchists and recounted the struggle between the two groups in Russia. She displayed a most creditable and even curious amount of knowledge. Few people in all America seem to know that the anarchists fought the Bolsheviks and contended with them violently for the mastery of Russia. This teacher knew it. Her name is Alice Wood.

The inquiring student went on then apparently with his inquiries, and Miss Wood is reported to have made two statements, one of which she admits and the other of which she utterly denies. Both her admission and her denial might seem to be entitled to full credence; because the only listeners to her remarks were children whose testimony on matters so controversial and intricate would naturally be presumed in any court to be inadequate.

The remark she admits making was this: that the Soviet form of election is a form suiting the history and temperament of Russia and accordingly probably good for Russia. It will be noticed that she spoke here of the Soviet form, of the Soviet framework, and not of the Bolshevik party.

The remark she denies making was this: that the Soviet form of election is a better form than the American form.

A few weeks later the Superintendent of Schools, acting for the Board of Education, sent her a letter in which there are two passages which cannot be read too often. They repay repeated study.

After informing Miss Wood that she was suspended for a week without pay, the letter goes on:

"The board took this action because of your attempt to touch on and interpret certain economic and social subjects in which you were clearly an amateur."

Miss Wood was an amateur in Bolshevism. Yet she had discussed Bolshevism. In doing so, she was wrong—according to the board. But she was required to teach current events. As a teacher of English she was under orders to teach current events. A great questioning therefore arose among all the of

Washington teachers of English and of current events. The world is every day producing a large number of events in Railroad Regulation, Tariff, Federal Farm Loans, Bubonic Plague, the Maintenance of Resale Prices, Single Tax, Vers Libre, the Dalmatian Coast, the American Merchant Marine and the Ponderability of Light. Hereafter, according to the Board of Education of Washington, D. C., the teachers of English who teach current events in the Washington high schools must not discuss any of these subjects unless they are experts in them. It raised a difficulty.

The superintendent therefore went on to solve the difficulty. He essentially divided all subjects into two classes. In the first class, apparently, the teacher did not need to be an expert. The subjects in that class she might discuss freely. The names of these subjects are to be deduced from their omission from mention in the second class. The second class is entirely different from the first class. A teacher must not discuss the subjects in the second class, no matter how expert she may be in them. The superintendent points out the second class and defines it in the second memorable passage in his letter. He tells Miss Wood that when she returns to teaching after her week's suspension she must refrain from "touching upon" certain subjects. One must notice she is not ordered to refrain from advocating or from combating the ideas in certain subjects. She is not ordered to refrain from being a partisan. She is ordered to refrain from "touching upon," from discussing, from teaching, certain subjects. They are:

Bolshevism and "similar heresies."

At once the teachers of English who teach current events in the high schools of Washington were filled with an alarmed curiosity to know what those "similar heresies" might be. Some of them stopped teaching current events until their curiosity could be gratified. They did not want to take any chances on suspensions and losses of pay. They distrusted their own ability to discriminate between heretical and orthodox subjects. At any rate, they distrusted their ability to coincide with the opinions of the board on orthodoxy and on heresy without further instructions. Also, they wished to know if they might discuss a dead heresy. In recounting the Presidential campaign of 1896, for instance, was it permissible to mention the Democratic candidate and his ideas or would it be necessary to relate the history of the campaign without "touching on" Mr Bryan and Free Silver?

The superintendent felt that he must clear up this difficulty, too. His feeling did him honor. He proceeded on the line of his duty, as an employee of that kind of Board Education, toward a degree of clearness blindingly illuminating. He sent out instructions, by word of mouth, to the effect that one of the subjects not to be discussed was "the League of Nations."

In time, doubtless, the list of "other heresies" will be expanded. In view of the proximity of the Washington Board of Education to the White House, the process will not be difficult or slow. There is the "Self-Determination of Peoples," for instance, an idea which makes much trouble for the House of Have, and there is "Collective Bargaining," an idea continually appearing in the public prints and very popular with the House of Have Not. The President of the Board of Education of Washington, D C, is George E Hamilton, President of the Capital Traction Company.

However, it may well be that the board will rest on its oars. It well might. It has done a good deal. It has abolished Lenin's system of things and it has abolished Wilson's system of things out of the education of its city. It has stricken from its curriculum of current events the two largest events current.

Lately this country has been considerably stirred by revelations of astounding and appalling illiteracy in the American draft army. But is there anything to be gained by curing American illiteracy if American children as soon as they can read are given over to the care of such people as the members of the Board of Education of Washington, D C? Literacy is only a means to an end. The end is knowledge of life as lived and therefore ability to meet it in the power of knowledge. The Board of Education of Washington, D C, would destroy that end.—Editorial in *The New Republic* of April 12, 1919.

From Local No. 29

(Canal Zone Chapter)

OUR members have very greatly enjoyed THE AMERICAN TEACHER as well as the communications that have reached us from the various officers connected with the American Federation of Teachers. We have no excuse to offer for not keeping you in closer touch with the situation on the Canal Zone except the tropical *mañana*.

Last year practically every teacher joined the Federal Employees Union before we learned that there was an American Federation of Teachers. We very soon applied for a charter, but the school year was nearly ended before we were able to effect anything but a temporary organization. Early in this present school year unexpected obstacles prevented some of the regular monthly meetings of the Zone teachers from Cristobal to Bal-

boa from effecting our final and permanent organization.

We had already affiliated with the Metal Trades Council which was the central labor organization here at that time, so we were more directly connected with the American Federation of Labor than we otherwise would have been. About a month ago a chapter of the A F or L was organized, but we have not as yet made application for affiliation.

As you might expect, the Canal with its military organization has more or less of an autocratically organized school system, but a very up-to-date and efficient one in spite of that fact. There are signs, however, that we may get some relief in the direction of a more democratically administered system.

One of the difficulties here is the rapid turn-over of the teaching force. Altho we are paid in most cases 25% above similar teaching positions in Washington the salaries were not high enough to hold many of last year's best teachers. Our salary committee got busy, and altho the increases in Washington last year did not apply to all teachers, considerable increases were secured for all the teaching force here with the exception of the supervisors and the superintendent.

An interesting feature of our teachers' union is the fact that we have six regular delegates to the Metal Trades Council, two women and four men, and these delegates on the third Sunday of each month have attended some of the most interesting meetings that it has ever been their privilege to attend.

Our most important committee is the Executive Committee. This committee recently took up the case of a grade principal who had been suddenly asked by the superintendent for his resignation without any adequate charges, so far as we were able to ascertain. We took up the matter directly with the superintendent and received no satisfaction. We then laid the matter before the Metal Trades Council. President McGraner appointed a committee of five to interview the Governor. The principal has been informed that he may withdraw his resignation.

Since it is not possible on the Canal Zone to

have a Board of Education in the ordinary sense of the term, many people are interested in the formation of a school advisory council, such council to be appointed subject to the approval of the Governor for the purpose of enabling the superintendent and the community to keep in closer touch and to attain greater mutual understanding than at present. The Teachers Union will welcome any step which will mean a move toward the democratization of the schools. We find it very difficult indeed to instill proper democratic ideals into the growing minds of children without experiencing any taste of the same in our own daily affairs as teachers.

In conclusion, we would advise any teachers' union to affiliate with the nearest central labor organization representing the A F of L, if the members wish to learn the true spirit and stimulus of unionization in the shortest possible time.

G A MANNING, President.

BALBOA, CANAL ZONE.

April 1, 1919.

From Local No. 48

(Lynchburg Teachers Association)

At the meeting of the Lynchburg Teachers Association, Local No 48, recently held for permanent organization, the following officers were elected:

President, Harold T Gates.

Vice President, Miss Jessie Peters.

Secretary, Miss Helen Nelson.

Treasurer, Miss Elizabeth R Curtis.

Miss Curtis has since been forced to resign and leave school temporarily for her health and Miss Mary Paul Wallace has been appointed to fill the vacancy.

While the charter membership was thirty-eight, the unofficial list as now reported is sixty-three.

With best wishes for the success of the movement and its official organ, I am

Sincerely,

HAROLD T GATES.

How can we teach the children to keep step with the army of the world's workers if we have not marched with it ourselves.—*Bulletin of the St Paul Grade Teachers' Federation*, January, 1919.

From Local No. 66

(Federation of Teachers of Greater Boston)

At the first meeting held to organize the Federation of Teachers of Greater Boston, on April 12, 1919, it was voted to send a letter to the teachers of Greater Boston, urging them to join the Federation, and stating its principal objects as follows:

1 The establishment and maintenance of high standards of education.

2 The securing of adequate salaries and just conditions of employment for teachers.

3 Improving the security of tenure of office.

4 The union of workers by hand and by brain for their mutual advantage.

5 Democratic control of education in accordance with the motto of the American Federation of: "Democracy in Education, Education for Democracy."

FOR CIRCULATION AMONG ALL BOSTON TEACHERS

By The Greater Boston Federation of Teachers

The next meeting of The Federation of Teachers will be held at Huntington Hall, 491 Boylston Street, Boston, on Friday, May 9, at 8 P M. President Stillman, of The American Federation of Teachers, and other speakers, will be present at this meeting. A draft of a very democratic constitution will be presented for consideration and adoption, and temporary officers will be elected to serve until the date of the regular annual meeting, which date will be presumably in the fall. All teachers interested in a union are cordially invited to this meeting. Mr Henry Abrahams will be present.

The Superintendent of Schools, Mr Frank V Thompson, heartily endorses the union, and said to me personally that he hoped the finest of Boston's representative teachers would be included among its leaders.

CORA BIGELOW,

(President, Boston Teachers Club),

36 Hancock St., Boston, Mass.

May 2, 1919.

STATEMENT OF THE SCHOOL COMMITTEE OF BOSTON

MADE TO A COMMITTEE CONSISTING OF MR NASMYTH AND MR FOLEY, REPRESENTING THE FEDERATION OF TEACHERS OF GREATER BOSTON

Judge M H Sullivan (Chairman)

"When I was first elected to the School Committee

I received a delegation of about seventy-five teachers, consisting of from one to three representatives from many teachers organizations, each presenting grievances. I resolved then that if all these grievances were not removed at the end of three years my work on the committee would not be successful.

"Teachers have always been too apologetic. Who has not heard many teachers say, 'I am only a poor schoolma'm? President Wilson was almost defeated on the cry that he was a schoolmaster.' Teachers should organize to get a sense of self-respect and power. I am sure if I talked an hour I could not say any more in favor of the movement."

Mr Abrahams (Labor Member)

"The teachers ought to have organized in affiliation with the American Federation of Labor years ago.

Richard J Lane

"The Federation of Teachers is in line with the progressive movements of the day. As a sympathetic and cooperative organization I know it will be of value to the School Committee."

"While returning from Washington I had been reading very carefully of the work of the Teachers Federation in Illinois and Washington, and as a result, I agree with other members of the committee that in the proper hands it will be a helpful organization."

Mr Corcoran

"If you had not started this movement for the organization of a Teachers Federation, affiliated with the American Federation of Labor, someone else would have done it, for the time has come. No one can stop this movement, and as far as I know, no one wants to stop it. I am heartily in favor of it."

Miss Curtis

"Eight years ago I felt that the teachers should remain out of the labor movement until the college professors were willing to join, but conditions have greatly changed since then. I am now favorably disposed to the movement. It would be no use for the School Committee merely to express sympathy with the movement; I believe we should endorse it. This would be the best way to establish relations of friendship between the School Committee and the new Federation of Teachers from the beginning."

BOSTON TEACHERS IN UNION

Boston, May 5.—The long-discussed organization of the teachers of Boston public schools into a union with American Federation of Labor affiliation is now assured. Before the week is out the union will be fact. It will be known as the Boston Teachers Union. At a meeting next Friday night a constitution will be presented for adoption and temporary officers elected. The whole plan has the indorsement of Superintendent Thompson, of the city schools, and

the individual approval of all five members of the school board. Concerning the plan for a union, Chairman Sullivan, of the School Committee, says:

"When I was first elected to the School Committee I received a delegation of about seventy-five teachers, consisting of from one to three representatives from many teachers' organizations, each presenting grievances. I resolved then that if all these grievances were not removed at the end of three years my work on the committee would not be successful. Teachers have always been too apologetic. Who has not heard many teachers say, 'I am only a poor schoolma'm? President Wilson was almost defeated on the cry that he was only a schoolmaster. Teachers should organize to get a sense of self-respect and power. I am sure if I talked an hour I could not say any more in favor of the movement.'"—From the *New York Times* of May 6, 1919.

POOR OLD NEW YORK

Boston is stealing ahead of New York again. The public school teachers are organizing a union, with the endorsement of the Superintendent of Schools and the individual approval of each member of the School Board. This is taking a mean advantage at a time when the New York Superintendent and Board of Education are waging a campaign against the local teachers' union. But Boston has always respected the teacher, and retains a good part of the New England tradition about freedom in education. "Teachers," says a member of the School Committee, "have always been too apologetic. . . . President Wilson was almost defeated on the cry that he was only a schoolmaster. Teachers should organize to get a sense of self-respect and power." Are Boston teachers, then, so much meeker than those in New York? Apparently not, for the same official also said: "When I was first elected to the School Committee I received a delegation of about seventy-five teachers, containing from one to three representatives from many teachers' organizations, each presenting grievances. I resolved then that if all these grievances were not removed at the end of three years, my work on the committee would be unsuccessful." It looks as if the difference lies in the official attitude.—Editorial in *The Evening Post* (New York) of May 6, 1919.

MASSACHUSETTS TEACHERS, TAKE NOTICE!

Copies of this number are being sent on the request of Miss Mabel M Anderson, Chairman of the Publicity Committee of the Massachusetts Teachers' Federation, to the chairmen of the publicity committees of the seventy-five teachers' clubs in Massachusetts and to certain other teachers in the state. Miss Anderson urges that these copies be circulated widely for the information they contain.—Editor, *The American Teacher*.

NIGHT LETTER

1919 MAY 10 AM 2 10

BOSTON, MASS
EDITOR, THE AMERICAN TEACHER,
70 FIFTH AVE, NEW YORK, N Y

CROWDED MEETING ABOUT EIGHT
HUNDRED TEACHERS HUNTINGTON
HALL TONIGHT DEMONSTRATED
WIDESPREAD INTEREST AROUSED
BY FORMATION GREATER BOSTON
FEDERATION OF TEACHERS FINE
ADDRESS PRESIDENT STILLMAN FOL-
LOWED BY DISCUSSION PROPOSED
CONSTITUTION AND BYLAWS BUT
DEFINITE ADOPTION AND ELECTION
OF OFFICERS POSTPONED UNTIL
NEXT MEETING OF MEMBERS PROB-
ABLY WEDNESDAY EVENING MAY
TWENTY FIRST PILGRIM HALL BOS-
TON

GEORGE NASMYTH.

From Local No.-?

(NOT YET A LOCAL)

Seattle, Washington

ADELLA M PARKER

THE Washington State legislature, at the session just closed, passed two laws which the teachers worked for. One was the "equal pay" law prohibiting any school board from discriminating in pay on account of sex. The other was an act strengthening the retirement fund law in cities of the first class by providing that the district shall double the fund paid in by the teachers if that be necessary to meet the obligations.

The vote on the equal pay law was 84 to 3 in the House and 34 to 1 in the Senate. No measure so well advertised has been before the legislature this year, so the politicians said. Margaret M Gorman, of the Franklin High School, who had charge of the bill, had the state so well organized and the legislators so well lined up, that neither she nor any other teachers left their schoolrooms a

single day to attend the sessions of the legislature. Representative E H Guie, of Seattle, steered the measure, and every Kings county member was loyal to the teachers.

This measure did not equalize the high school salaries in Seattle, as it does not go into effect until June. That action was taken independently as a result of the school election. However, the Seattle equal pay campaign was responsible for the launching of this statewide measure.

Mrs Francis M Haskell, of Tacoma, the only woman member of the legislature, made the retirement fund amendment her special charge. In fact, she sacrificed another measure to get this on the calendar when the "rules committee" told her that she must choose between them. When the bill came to a vote the Senate indulged in a practical joke at her expense. To her great consternation a motion to table the bill carried unanimously. But when it was immediately taken from the table and passed 31 to 3 she forgave the members the moment of disappointment. The vote in the House had been 84 to 11.

An amendment to the school code increasing the term of school directors from 3 to 5 years and electing only one each year was killed.

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.

THOUSANDS OF TEACHERS JOIN ORGANIZED LABOR

Washington, Monday, April 28, 1919.—A new charter every other day under the American Federation of Teachers is the rate at which the organization wave among public school teachers of the United States has been spreading during the past month, according to reports received at the Washington office of the National Women's Trade Union League. The American Federation of Teachers is affiliated both with the American Federation of Labor and the National Women's Trade Union League, and has to date chartered a total of 70 local unions from coast to coast. This it is stated, represents a 100-per-cent organization in many localities.

The aims of this vigorous young national trade union organization of educators are democratization of the schools and fair working conditions for teachers. Various school boards, it is pointed out, have lately exhibited their autocratic, illiberal attitude on public questions to the extent of actual persecution of teachers and the attempted suppression of free discussion in the schools. Accompanying this form of oppression, as a public scandal of years' standing, is the salary scale of teachers, which for the entire United States averages \$600 per year, and there are thousands of teachers receiving only \$300 and \$400 per year.

"We insist," says the national president of the American Federation of Teachers, Charles B. Stillman, of Chicago, "that boards of education have no proprietary right in the schools. They should be proud to consider themselves, with the teachers, fellow servants of the public. Therefore, we demand a voice in the government of the schools: (1) thru representation on the school boards; thru teachers' councils in every school, consisting of chosen representatives of the teachers who shall be consulted by the authorities on all questions affecting teachers or pupils; and, (3) the election of school boards by popular vote. And we demand, in behalf of the children of this land free discussion of public questions in the class room. It is impossible to make good citizens without discussing the problems of citizenship."

"Backed as we are by organized labor everywhere, we propose to fight, in every instance, the arbitrary, autocratic procedure of school boards illustrated in the case of Miss Alice Wood in Washington and of Dr Benjamin Glassberg in New York."

"For relief as to the salary schedule of teachers, we have already demonstrated that organization under the American Federation of Labor is the best way to work. In New York, for example, with the assistance of the New York State Federation of Labor, we have secured the passage of a bill in the legislature allowing considerable increases in the pay of teachers. The teachers unions in Washington, now two years old, have in that period secured congressional action raising their minimum salary from \$500 to \$750, and after July 1, they will share in the \$240 increase obtained for all government employees by the National Federation of Federal Employees with the teachers cooperating. Our local in Madison, Wisconsin, which was organized but five months ago, by taking active part in the local primaries and election, secured a non-partisan board of education and so impressed itself upon the community that the retiring board granted a \$150 salary increase to the teachers before its term of office expired. Chicago, Vallejo, Cal, and other cities fur-

nish similar examples of the teachers' achievements by means of their affiliation with the organized labor movement thru the American Federation of Labor."

National Organizer, L V Lampson, formerly of the Central High School of Washington, D C, reports new teachers' locals established in Galveston, San Antonio, Austin, and Denison, Texas, within the past week. Recently teachers in Boston, including Harvard professors, have organized into the Greater Boston Federation of Teachers, and there is also a local in the faculty of the University of Illinois.

Other cities or counties in which charters have been issued are: New York City, Buffalo, and Olean, N Y; Philadelphia, Shenandoah, Mahanoy City, and Shamokin, Pa; Allegheny, Prince George, and Montgomery Counties, Md; Washington, D C; Norfolk, Portsmouth, and Lynchburg, Va; New Orleans, La; Lauderdale County, Miss; Memphis, Tenn; Gary, Valparaiso, Linton and Jasonville, Ind; Lancaster, and Athens County, Ohio; Chicago, Peoria, Granite City, Johnston City, Westville, Royalton, and Murphysboro, Ill; Madison, Wis; St Paul and Minneapolis, Minn; Garvin County, Ardmore County, and Coalgate, Okla; San Francisco, Sacramento, Vallejo, and Visalia Cal; and the Canal Zone.

The national officers are: President, Charles B. Stillman, of Chicago, Ill; Vice-Presidents, Mabel L. Roes, of Brooklyn, N Y; Anita Bailey, Gary, Ind; L V Lampson, Washington, D C; Judith G. Riddick, Norfolk, Va; S E Compton, Washington, D C; Henry R. Linville, of New York City; Clara K. Stutz, Washington, D C; Carrie L. Colburn, Olean, N Y; and Isabel Williams, St Paul, Minn; Secretary-Treasurer, F G Stecker, of Chicago, Ill; National Organizer, L V Lampson, of Washington, D C; and Editor of the official organ, *THE AMERICAN TEACHER*, Henry R. Linville, of New York, N Y.—*Press Service of the National Women's Trade Union League.*

TRADE UNION COLLEGE

The Boston central labor union has started a college where workers may secure an education on any subject they desire. Some of the most notable and liberal-minded educators in the east have become interested in the project and the *Boston Globe* says:

"Academic freedom will not worry instructors; they will have nothing to fear from not pleasing the donors of the college—because it has no endowment."

The policy of this college will not be shaped "from above," in secret meetings of the faculty—it will be shaped by a committee on which members of the unions sit with the instructors. The final decision in any matter may be referred to the central labor union as a whole.—*From A F of L Weekly Newsletter of April 12, 1919.*

UNION COLLEGE OPENS

The college started by the central labor union opened its doors with more than 150 enrolled students. The purpose of the college is to provide higher education for the workers. The students include both sexes and all ages. In one instance a father and daughter sat together.

Among the first lessons are: "How to Write English," "Shop Committees and Collective Bargaining," "Master Pieces of Literature," and "The Distribution of Wealth."—*From The A F of L Newsletter of April 19, 1919.*

Illinois University Teachers Union

Special to *The Christian Science Monitor* from its Western News Office.

URBANA, Illinois.—The University of Illinois is the first large university of the country at which action has been taken in the way of organizing a teachers' union. This was formed here recently under the name of the Associated Teachers of the University of Illinois. The Associated Teachers is a branch of the American Federation of Teachers, and this latter organization is affiliated with the American Federation of Labor. A smaller eastern institution is regarded here as being first in the field of the higher education to take similar action.

A C Cole, assistant professor of history at the University of Illinois, was placed at the head of the newly formed Associated Teachers as temporary president. Speaking of its reason for being, he said to a representative of *The Christian Science Monitor*:

"The purpose of the Associated Teachers of the University of Illinois is to further the cause of democracy in education. Conditions in the University of Illinois reflect the general situation in the academic world. Unlike the followers of most professions, instructors generally are without a democratic voice in determining the conditions under which they perform their services to the public. This has caused a widespread academic unrest. The associated teachers hope to influence the adoption of a democratic arrangement for the determination of their tenure of office and of their working conditions. They would look with favor upon an arrangement by which the administration of higher learning would be truly democratized. For this reason they might raise such issues as that of the proposed constitution of the University of Illinois, which was drafted a half-dozen years ago and which has since been sidetracked or pigeonholed.

"There is also dissatisfaction with the financial returns that come to the university teacher. He sees vast sums of money put into brick and plaster and yet finds himself impotent to maintain the standards which the profession requires. Salaries of teachers often do not permit them to give full attention to their academic duties; they sometimes have to stay at home to do work which they cannot afford to hire done. Some one has said that the university instructor is rapidly losing his financial self-respect. Furthermore, there is little incentive to attract able men to the profession.

"Conditions at the University of Illinois are no more intolerable than at other universities; it is natural, however, that a state which leads in labor organization should produce the first teachers' union to be organized at a state university."—*From Christian Science Monitor*, of March 28, 1919.

COLUMBUS, OHIO, MARCH 1.—The increasing number of Ohio school teachers who are resigning because of low wages is alarming some state law makers who now propose to make it impossible for the teachers to resign without giving two months' notice. If a teacher quits without giving two months' notice boards of education are enjoined to report such "unauthorized" resignations to the board of examiners, who in turn must send out a monthly blacklist to county superintendents.—*From A. F. of L. Weekly News Letter*.

An Open Letter

To the U S Commissioner of Education:

Sir: I have come in contact through various sources with your wail concerning a shortage of teachers the country over. The situation, you say, was brought about by the entrance of teachers from colleges, universities and small public schools into all kinds of war work. I suppose you would ascribe the reasons for the shift to economic and patriotic considerations. So far as your survey goes that is probably correct. But there is still a considerable group of teachers of the highest ability now out of the profession for a very different reason—and their number is daily increasing. I refer to the group who have left or are leaving the profession because of the bigoted, partisan persecution they are receiving at the hands of self-appointed keepers of the public conscience—if indeed they are not actually evicted by these impostors. The school history of New York City has offered conspicuous examples of this deplorable condition in the last two years, and instances of like character are revealed thruout the union.

The writer was himself a teacher before the war, and was then conscripted to fight in arms for the principles of human freedom. Now as we return from the battlefield where we thought oppression and injustice had been done to death, we find everywhere we turn that freedom and justice have fled from our own beloved country, and everywhere little tsars and kaisers are imposing their arbitrary and unenlightened will upon the people.

You say you have plans and schemes for drawing teachers into the profession. That is good; but let me say to you, sir, that if these schemes and plans do not include the abolition of the inquisition by your underlings your planning and scheming will be largely in vain. No doubt that for a price you will always be able to hire a certain number of men and women who will pass on to the children of the nation certain readymade mouthings—if you are willing to let that pass as the intellectual and moral foundation of future America. But do you think that men and women of self-respect and intelligence will prostitute their souls and bring disaster upon their country for thirty pieces of silver? I assure you they will not—and with defiant emphasis! If the men we have delegated to administer our public policies insist on betraying their trust recent history has taught us the one effective process of relieving them from further responsibility.

Butte, Montana. W. H. OLDENBURG.

—*From The New Republic*, of March 15 1919

JUSTICE BEGINNING TO WORK IN THE WEST

Dr. Louis Levine, professor of economics at Montana State University at Missoula, has been reinstated by the State Board of Education, in session at Helena, after having been suspended from the faculty of the university for two months. Dr. Levine's suspension followed the publication of a monograph on the taxation of mines in Montana said to have been inimical to the corporate mining interests of the State, especially the Anaconda Copper Mining Company. His suspension was ordered by E. C. Elliott, chancellor of the university.—*From The Public* of April 26, 1919.

Superintendent Chadsey of Chicago Believes In—

"An elected school board;

"A small school board;

"Merger of business and educational departments of the schools under one superintendent;

"Definition of the powers, authority and limitations of the superintendent and of the board of education;

"Publicity of school finance;

"Right of teachers to organize;

"Consultation with teachers in framing courses of study;

"Right of teachers to agitate for higher salaries;

"Adequate salaries for teachers;

"Sufficient pensions for retired teachers;

"Right of teachers to hearing before dismissal;

"Opportunity for inefficient teachers to improve work before dismissal;

"Access for teachers to their efficiency marks."

Briefly, Chadsey believes in the square deal for teachers and in democracy in the public schools.

Looks as tho Chicago is lucky in getting Dr. Chadsey, even at \$18,000 a year.