

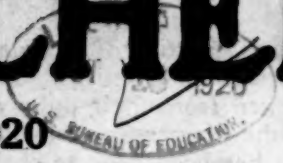
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The

AMERICAN TEACHER

The Organ of
the American
Federation
of Teachers

SEPTEMBER, 1920



Bur of Education
Washington
D.C.

On a Certain Arrogance



Organic Education



Teacher Cooperation in
Administration



The Homilies of Finegan

Democracy in Education

Education for Democracy

Married Women Teachers

THERE has been a threat of a strike of teachers in the Rhondda Valley consequent upon the action of the education authorities in dismissing all married women from their posts as teachers in the elementary schools. Where this has been done to enable a man who has been to the war to resume his post, not a word can be said against it; but, where married women are dismissed and their places taken by unmarried women or by new men, the step is surely retrograde. Efficiency should be the test of employment. If a woman, married or not, is more efficient than a male competitor, he should be turned down, and *vice versa*.

But to say that no woman shall marry and be a teacher is one of the most absurd regulations of committees formed of men who have little knowledge of teaching or of human nature. A married woman must, from the nature of the case, know more of the management of children than a spinster. If she has to be absent occasionally when she is adding future citizens to the State, ought not

every capable teacher to have a grace term at times? And what better mothers can there be than those engaged in teaching the young? How many of our leaders in thought have been the sons and daughters of schoolmasters or clergymen, whereas now, if a woman devotes herself to teaching, she is vowed to celibacy no

less than the novice taking the veil. If a schoolmistress could marry and continue her work, she would be less likely to remain single, altho her chances of meeting her future husband are small, considering how full of teaching her days are and her nights of correction and preparation. The London County Council

has set a bad example in refusing to employ married women, and given provincial councils as excuse for their unwise action.

—From the "Journal of Education" (London), for March, 1920.

Following swiftly upon the adoption of the Amendment to the United States Constitution giving all American women the right to vote, the New York City educational system removed the last discrimination against married women teachers.

CONTENTS

EDITORIALS	123
ORGANIC EDUCATION	125
TEACHER COOPERATION IN	
ADMINISTRATION	127
THE ECONOMIC STATUS OF THE	
TEACHER AT THE UNIVERSITY	
OF ILLINOIS	129
TEACHERS, DO YOU BEGIN TO	
UNDERSTAND?	131
THE TEACHERS' UNION	133
THE PRODUCT OF AUTOCRACY	135
THE REPORT OF THE COMMITTEE	
ON EDUCATION, A F OF L	136
LANCASTER TEACHERS LOCKED OUT	137
BOOK REVIEWS	139
A STATEMENT OF PRINCIPLES	142
THE HOMILIES OF FINEGAN	144

The American Teacher

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OPINIONS AND THE LAW

Our members will not be slow to interpret many things said against the union movement among teachers by officials who have a partisan friendship for our national rival, the National Education Association. We do not desire to interfere with the free expression of views by these officials, altho we shall feel bound to prevent by all the means within our power the unfair use of official prerogative in the attainment of a partisan end. Let us observe these officials closely. They are used to "putting things over" on teachers. Unless we set a watch upon their actions they will be copying Finegan's opinions, and setting them up as the law. In fact, Finegan's opinions in the first use of them are as good as the law. They do the business as he and Griest want it done.

THE NEW EDUCATION

One of the products of the union movement for which we should be looking is the improvement of the teaching results. Under existing conditions of work there is often scant desire to try to improve the character of the work accomplished. This lack of professional desire thus itself becomes an unfavorable condition. In order to escape from the tangle, our thinking must leap without and strive to fasten to something in which there is substantial hope.

At the present time there are many experiments in adaptive education being carried on. One of the best of these is the movement for organic education established several years ago by Mrs Marietta Johnson at Fairhope, Alabama. The outline of Mrs Johnson's purpose is presented in this issue by one of her former students. We commend the article to all teachers who have reached the point where it is impossible for them to go forward to a worth-while end. To those who have known for a longer time that existing educational ideals and

practises are antiquated and out of joint with present-day needs, the article will open a new path for the imagination.

When the union movement attains some of its economic purpose, and even before, we may have the task of discovering a new way of interpreting life to children, or of making their development into what we are pleased to call life, more adaptable to the psychology of youth. We make a mess of it now, heaven knows.

THE NEW ITALY

Very little that is circumstantial comes to us from Italy. For reasons best known to the interests controlling the press, we know chiefly that Italy "is coming thru"; that is, it has not become Bolshevik. But from the liberal press we gain important news. The *Nation* tells us that the workers "calmly seized the metal factories, keys to the industrial power of the nation, then told the Government what they wanted, and the Government is granting what they ask." In this revolution there are involved on the side of the workers the Catholic People's Party, the Socialists and the anarchist group lead by Malatesta, the veteran agitator. Prime Minister Giolitti, a member of none of these radical groups, has sided with the workers apparently as a wise statesman. He has said, "It is no longer possible to uphold the principle that in a great industry there must be one single chief in command, while thousands of dependents must obey with no guaranty of control over the activities of the chief himself."

The Italian Parliament is to be called into session to legalize the new status of the workers in industry. The revolution covers "the whole financial as well as the technical field of industry."

The newspapers of America have their own views of the need of suppressing the great news. Not only is the most tremendous aggregation of indus-

tries in the world looking on, but the teacher-workers have already begun to do some thinking.

And yet, when the Teachers' Union of the City of New York requests the Superintendent of Schools for a hearing on the case of a member slated for dismissal for belonging to an unpopular political party, the official replies, "Permit me to state that your request is hereby denied." The Superintendent's news also has been suppressed.

ON A CERTAIN ARROGANCE

Secretary Stecker reports that in June Mr T J Penfield, Vice-President of Fresno (Calif) High School Local No. 72, Miss Verna B Carson, President of Fresno Elementary Local 84, and Miss Alice M Jeffords of 84 were not reemployed for the coming year. No charges were preferred and apparently it was a matter of punishment for union leadership and too great activity. The citizens as well as teachers were indignant. All demands for the preferring of definite charges and a hearing for the teachers were denied to both teachers and citizens committees.

In the Spring of 1920 about ninety teachers of Lancaster, Pa, joined the American Federation of Teachers, and became part of the movement to improve the conditions under which teaching is done. Specifically they began a strong campaign for improving salary conditions for all the teachers of Lancaster. They were picked out and warned, but they chose to go ahead as they saw their duty to their fellows. As the time for making new contracts arrived, the union teachers were not offered contracts. Immediately strong groups of citizens came to the support of the teachers. Meetings were held, resolutions were adopted, but the school board "stood pat." The local Congressman was the power behind the board. The State Superintendent of Schools also stood by.

The same superintendent, in an official opinion delivered in relation to the Lancaster teachers, says, "It is not proper or professional for teachers to affiliate as an organized body with another organization representing a portion of the citizens of the community in which such teachers are employed." But when several large groups of citizens aroused by the arbitrary action of the Lancaster school board maintain that the teachers had a per-

fect right to join with labor in trying to obtain their economic needs, the State Commissioner of Education and Congressman Griest stand sanctimoniously by and say it is improper for teachers to affiliate with labor.

The California Federation of Commerce has spent a considerable amount of money advertising in the newspapers of that state, thus warning the teachers away from affiliation with labor, saying also that it is unprofessional for teachers to affiliate with labor. In the language of Big Business teachers are "wards of the state." But if they do not behave like true wards, their economic heads will be cut off, and others who have been taught their places will come in.

All these are the voices of power, crying out to terrify all who have just begun to speak their protests. They are arrogant, of course, but they are beginning to grow angry. They threaten after the manner of Big Business. They throw out the teachers without a hearing in Fresno. They tower in lordly professional self-righteousness, and then try to wheedle the teachers into slinking away from their fellows, as does the sanctimonious Finegan. Must we be destroyed by all this fury? Or shall we rather watch it play itself out impotently?

NOTICE TO MEMBERS

The Business Manager of The American Teacher desires once more to press upon the attention of the officers of the locals the importance of sending in the names of new members. Also, wherever it is possible, arrangements should be made to have bundles of the magazine sent to one address in each school building for distribution to the members.

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Organic Education—The Hope of the Child

MAX ROSENHAUS

The Teachers Union of the City of New York, Local 5, A F of T

By organic education is meant education along the lines of development of the organism of the child. It follows therefore, that only such studies will be given the child as are suitable to his physical organism.

The movement was started at Fairhope, Alabama, about seventeen years ago by Mrs. Marietta Johnson. At that time Mrs. Johnson was greatly influenced by a book, "The Development of the Child," by Dr. Nathan Oppenheim. This book pleads for developing the child according to his age, and not according to adult standards. To quote:

"The adult world has a grown idea of its children. They think the child is a little adult, only different from the adult in size, strength, knowledge and experience, and that if he were only a little stronger, had a little more knowledge, a little more experience, he would be an adult. Nothing is farther from the truth. The child is a different kind of animal altogether—as different as is the caterpillar from the butterfly. He is so different in degree as to be different in kind; in anatomy, nutrition, functioning of the nervous system, the child is different from the adult."

Accordingly, the function of education is to keep the child in a child state, and not to impose adult tasks upon him. Any form of education that violates this principle is vicious.

As a guiding principle it may be put down that the *school process*, to be educational, must develop a strong and beautiful body, an intelligent mind, and a sweet and sincere spirit. In the measure that schooling develops the child along these lines it is educational; in the measure that it fails to do so, it is not, no matter how informational it may be.

Mrs. Johnson lays great stress on Child Conservation. It must be remembered that a child at fifteen weighs twelve times as much as a child at birth. This means that at this early age the child must get a straight back, proper nutrition, and a healthy nervous system. This is the positive function on the part of parent and teacher. Negatively, we must help conservation by *closing up avenues of waste*. We must not scold, criticize, or nag a child. We should inquire as to the reasons for a child's doing a thing. Seek his motive. Study the child.

Another avenue of waste may be the subjecting of a child's eye to too great a strain at an early age. No child needs reading in his business under eight (some say ten), and hence should avoid it. The same applies to arithmetic and writing. Overstrain in the early years bears fruit later in the shape of poor eyesight, hatred for arithmetic, and illegible handwriting.

But the greatest waste is fear. Fear of teacher, fear of ridicule, fear of non-promotion repress the child. It produces self-consciousness. A child working for high marks, medals, promotions, or standards, is learning the wrong way. The normal child learns because *he wants to learn*. But when demands are put upon him, his creative instinct is repressed, and he is really not learning. He is glad when the task is over. Do you remember when you were "cramming" for an examination?

Mrs. Johnson maintains that child conservation requires the happiness of the child. A normal child is not happy when forced to do unchildish tasks. A child must be fearless, and unself-conscious. Fear is death. But true education is life. Life is health, happiness, sincerity, interest. The child who is happy will obey, will be sincere, and will be interested.

At the Fairhope School, a child of six comes into a large room, movable chairs, a large table, and plenty of materials to engage his *hands*. He decides to make a certain toy. With a little help or guidance, or both, he constructs his toy. He is busy all the time, he is happy. *He is creative*. Children progress this way from six to seven to eight, etc., coming to books as they need books, *but not before*. And they will be ready for the higher work because they will belong to that life class. (In Mrs. Johnson's school children are promoted according to age, not according to standard ability). There has been no forcing. As a matter of fact, children in that school at twelve read just as well as any other children, the only difference being that they were happy in the process of learning. There was no "externalism" to stir the children to do things. There was joy in the work, joy in the study.

A word as to discipline. Mrs Johnson claims there are two kinds of discipline. Discipline of behavior, and discipline of the mind. When we say discipline of behavior, we mean that a child should behave, not interfere with other children, not disturb adults, and do what he is told even if spanking will bring this about. But at the same time we must be controlled in what we tell him to do. If we crush his spirit, if we dominate him so that he does not know his own mind, we bring up a boy who is dependent and weak-willed. We must differentiate between conformity and obedience. The two are not at all the same. True obedience is the child's will acting in harmony with the directing will. Proper direction is far better than domination. Do not paralyze the child with fears. Let him have experience—within limits, of course,—and he will more surely be willing to accept guidance.

The second form of discipline is mental discipline. This is the joy of solving a problem, of finishing a thing, thus involving real interest and a desire for the end. What holds the children in the schools? Is it the joy of their work or the truant officer? In New York City there isn't room for all the truants at the parental or truant schools! Comment is unnecessary.

The greatest experience a child can have is the joy of overcoming, *and this is discipline*. Life is discipline, but life is lost if we have no purpose. The joy of attainment, rather than "getting thru" or getting marks, is the only experience worth while. Organic Education builds on sincerity. Offer the child activities into which he can put his whole being. And when he has finished his school day, let him go home to be free without homework tasks hanging over his head. These are repressing and bring about insincerity. All gradings, honors, failures, results, standards, promotions make the child study for a "reason."

Organic Education means life building. It requires continued growth. Growth is life. Life is education. Education is life.

NOTE—A normal school in organic education for teachers and parents is conducted by Mrs Johnson at Greenwich, Conn., during the summer. Inquiries concerning the school may be sent to Mrs Marietta Johnson, Edgewood School, Greenwich, Conn.

OUR WOMEN VOTERS

For the first time many of our women members this year will have the new experience of voting in a national election. There was a time when one could have waxed sentimental over the lifting of the ban of political exclusion from half the race. But now, after long years of striving for the boon of citizenship, the sentiment is worn threadbare and when the real thing comes, the women will take it and use it as if the right had always been theirs.

In many of the states women have voted before. Not even the youngsters yelled "Suffragettes!" when the new voters presented themselves perhaps a little shyly before the election officials. Certainly the officials regarded the new voters only as more work for them—and adequate pay for time. In these states it is now an old story. Only the old-time politicians are worried.

For the possibilities in the voting of large numbers of women teachers there is still occasion if not for sentiment, then for stimulation. The influence of our voting women teachers will come strongly in its effect upon the young. At last they are citizens and will be regarded as such by the children.

CONSULTATION WITH TEACHERS

During recent years there has been distinct evidence of the desire of the Board of Education to meet representative teachers in consultation, and it is significant that there has been an accompanying improvement in the relations between the Board and the official leaders of the profession. At the same time, while there has been a deepening of cordiality in the association between the rank and file of the inspectorate and teachers, it is possible that a fuller measure of co-operation might be secured if the merely inspectorial function were completely subordinated to the consultative. That there are still inspectors who regard criticism as a prime function is a matter of common knowledge to teachers, and it is equally unfortunate that the existence of such officials should be regarded in the schools as one of the necessary evils of life. A greater use of the consultative function between local teachers and inspectors is a prime necessity if the proposals of the Education Act are to emerge successfully into practice. The existing policy of the Board of Education appears to include a generous degree of consultation with local education committees, but, on the whole, it does not appear to take much thought of the practical expert. And, after all, no scheme of school reform has any prospect of success unless the faith and enthusiasm of the teachers are behind it.—From *Journal of Education*, of London, for March, 1920.

Teacher Cooperation in Administration

ETHEL M GARDNER

President, Milwaukee Teachers' Association

The present persistent clamor for participation in school management is not a criticism of any individual superintendent or supervisor, but the reaction of intelligent teachers who love the work against the factory system in education. Just as the invention of labor-saving machinery took all personal initiative out of labor, the present type of supervision is rapidly removing all personality from teaching. Teachers of initiative and intellectual ability are beginning to live their real lives outside of the class room. The teachers' job at present is like that of the worker in a factory who makes the same piece of machinery over and over, and never sees the finished product nor knows how it functions. If teaching is to be a profession instead of just a job; if teachers are to be public servants instead of public parasites, two things are necessary—first, we must have inspiring, stimulating leadership in place of the present type of supervision. Second, we must have satisfactory co-operation on the part of teachers in school administration.

Of all the plans of co-operation which have been tried, that which seems ultimately to offer the best solution is some form of teachers' council. Some may offer the objections that there is already too much system and that the creation of advisory councils will only complicate the machinery, but the broader view is that a council will not only co-ordinate the diversified elements of the school system but such a medium of organized expression would also be a safeguard against educational autocracy and the consequent discontent and indifferent professional attitude of teachers.

To make teaching not only a profession but to place it in the front rank of the professions; to encourage individual research and experiment as well as increased professional training; to offer some incentive for individuality, initiative and professional advancement; to develop qualities of leadership among the rank and file of the teaching profession and thus evolve a more desirable type of

supervisor—these should be the avowed purposes of a Teachers' Council.

A Teachers' Council should not be a mere medium thru which complaints of dissatisfied employees may find expression and response, nor should it be an ordinary teachers' association working for the betterment of teaching conditions only. Questions of salary, tenure, pensions and the like may well be left to voluntary teachers' organizations. The scope of the work done by a Teachers' Council should be as broad as the school system and to accomplish it a large number of standing committees should be created. The following are merely suggestive:

1. Executive Committee.
2. Courses of study.
3. School records.
4. Truancy and delinquency.
5. Vocational interests.
6. Advancement of pupils.
7. Organization and administration.
9. Evening Schools and Recreation Centers.
10. Summer Schools.
11. Parents' Associations.
12. Professional interests.
13. School Hygiene.
14. School Sanitation.
15. Physical Education.
16. Community Needs, etc.

In regard to the function of a Teachers' Council, the majority of teachers take the more conservative view that such councils should act in an advisory capacity only, and should in no wise usurp any of the powers of the superintendent or school board. The constitution of the New York Teachers' Council states: "The Teachers' Council shall have a two-fold function: 1. The furnishing of information and the opinions of the teaching staff upon questions submitted by the Board of Education or by the Board of Superintendents; 2. The introduction of recommendations concerning any of the problems affecting the welfare of the schools and the teaching staff. All final decisions shall be left to the

*Address delivered before National Education Association at Salt Lake City, July, 1920.

Board of Education or the Board of Superintendents."

Opinions differ as to the best type of organization for a teachers' council. Representatives may be chosen by voluntary organizations as they are in New York, Boston and Toledo; by the school units as they are in small towns; by district units as in Minneapolis; by group units as was done formerly in Portland. The most successful councils, however, are the result of a combination of types. For instance Minneapolis is a combination of the district and group plans. New York is practically a combination of school, district, group and voluntary organization representation and in addition five representatives-at-large are chosen by the council itself. The chief difficulty in choosing a type of organization is that which besets all representative government. When we elect representatives do we delegate all authority to them and are they to act solely as their individual judgment dictates, or should there be some means whereby such representatives may ascertain the views of their constituents? The latter seems the more democratic view. The rock on which most teachers' councils have been wrecked has been just this—that representatives chosen by the teachers had no point of contact with the great mass of teachers, hence they acted only as individuals and in many cases became the tools of administrative officers. Unless they have the backing of a large number of organized teachers, few would have the temerity, to express ideas not in accord with the views in authority, nor could they have the assurance that they were expressing the views of their colleagues and not merely their own individual opinions. Any council formation which does not provide for such democratic representation is pernicious because it prevents the co-ordination of the different elements of the school system and the development of any wide-spread interest or participation on the part of the vast majority of teachers. Another factor which must be considered in the organization of a teachers' council is the absolutely essential element of publicity. To this end meetings of the council should be conducted formally and publicly. Matters investigated and discussed in committees should be formally presented to and adopted by the Teachers' Council before being pre-

sented to the Superintendent or the School Board and the public thru the newspapers.

It has been said that there are three points of view in regard to the school system; that of citizen, represented by the school board; the administrative, represented by the superintendent, and the teachers' view which we hope to have represented by teachers' councils. There is in reality a fourth point of view—that of the general public. School Boards at present have no organized means of ascertaining the views of their constituents. To correct this there should be in every community a sort of community or central educational council to interest itself in educational matters, study conditions, and make recommendations. Such a council might be composed of various public-spirited organizations such as every modern city contains.

With such an organization as well as a teachers' council in every community, working co-operatively for the common welfare, teaching will become the noblest of professions, the highest type of public spirited men and women will be attracted to it and the United States will develop the finest, most democratic system of education in the world.

We have reached a point where education is no less important than the Organization itself. We must have it or we cannot continue our work, unless we are satisfied that the Amalgamated shall sink to the level of a reactionary bureaucracy in which the members are mere dues payers and the officials are the Organization.

—From the "Fortschritt," the Jewish journal of the Amalgamated Clothing Workers.

EDUCATION FOR THE WORKERS

In many communities there have been movements started for bringing educational advantages to the workers in the form to be appreciated by the workers themselves, and not necessarily by the educational authorities. Members of the A F of T who are vitally interested in the education of the workers, and know of enterprises of this kind actually in operation are asked to communicate with the American Teacher at an early date. A National Committee on Workers' Education is being formed. The Committee will appreciate all definite information of the kind that will help in the formation of the Committee.

The Economic Status of the Teacher at the University of Illinois

MIRIAM A. FRANC

Local 41, University of Illinois

Early in its career, Local No. 41, composed of members of the faculty of the University of Illinois, adopted a program of activities to be undertaken during the first years of its existence. This program recommended particularly that the organization investigate certain vital problems that face the University teacher. The first of these investigations has now been completed, and the results are in the hands of the faculty members and administrative officers of the University.

Because of the serious economic condition in which teachers now find themselves, Local No. 41 decided that its first investigation should deal with the economic status of the University teacher. A committee under the chairmanship of Aubrey J. Kempner of the Department of Mathematics distributed to members of the faculty a questionnaire dealing with their economic situation. The 167 answers to this questionnaire appear in the two sections of the report, the "Statistical Summary" and the compilation of "Remarks."

The importance of this report can hardly be over-estimated. Appalling as are some of its revelations, it is a frank report of actual University conditions. To quote from the preface: "While it is generally admitted that the economic condition of the Faculty is critical, it is certain that the nearly desperate character of the situation cannot be realized without full knowledge of the details. The present report contains in this respect much material that cannot be obtained in any other way. The 'Remarks' reveal an ominous picture, to which the statistical data form a fitting frame."

The "Statistical Summary" is introduced with the following reminder: "The statistics here presented deal not with youths just finding themselves and preparing for their careers, but mature men and women, all but thirteen of them more than thirty years of age, who have invested ten or more productive years in preparation for the work they are now doing. With that idea in mind, the most striking feature of the table,

perhaps, is the modest scale of life suggested, and the humble limit of their aspiration. . . . The modesty of their suggestion condemns the members rather for lack of imagination than for ambition or greed."

The statistics reveal that over half of the faculty members answering the questionnaires report for 1918-19 an excess of actual expenses over their University salaries.

Only about one-half aspire to a saving of more than a thousand dollars a year. Yet two-thirds of the answers reveal that the teacher cannot save even a half of what he considers a minimum for annual savings and insurance.

A vast majority of the teachers whose answers are recorded report that in 1918-19 they omitted one-half or more of the professional expenditures that they consider necessary to maintain a high degree of efficiency in their work.

More than one-third have refused positions outside of University work that have offered salaries higher than those they are now receiving.

A large majority report that in case of death at the present time they would leave their families poorly provided for, or actually in destitution.

In answer to the question, "What do you consider a fair minimum salary for a man in your position?" the majority require salaries over 30 per cent larger than their present salaries, and a large group needs an increase of over 50 per cent.

To summarize, over two-thirds of the married Instructors, two-thirds of the Associates having children, three-fourths of the Assistant Professors having more than one child, and a half of the Professors having more than two children cannot live within their salaries. And, disregarding the size of the families, half of the Instructors, Associates, and Assistant Professors, and a third of the Professors cannot live within their salaries.

The compilation of "Remarks" gives a vivid and realistic picture of the pitiful struggle for

mere subsistence to which a great number of University teachers are condemned. To quote the report: "Here is little room for that buoyancy and enthusiasm, that combination of free play and concentration of mind essential to growth and success in intellectual life. The reader of these recitals can not avoid the feeling that the conditions and preoccupations set forth must produce on the part of our members a sense of failure, of anxiety, distress, or hopelessness which naturally follow when the pressure of sordid necessity and of inability to meet the barest needs of daily existence is continually felt."

The report gives verbatim over 125 "remarks." Of these only a few typical ones can be quoted here:

"Resorted to patching clothing. Cheap rooming—not modern—kerosene light—no heat."

"Have worked every summer, sending my wife home to save money as I could not afford to take her with me."

"Have had to work in outside fields during two of last three summers against advice of physician. I should have operation on nose at present time which I can not afford."

"Have used food of inferior quality—meat once a week."

"Health of wife broke down following 'flu.' Absolutely unable at University salary to give her rest and comforts needed. Left teaching after more than ten years at it for a commercial position paying nearly three times the salary. Am surprised to find the work every bit as pleasant and even less taxing."

"Not married because of lack of proper funds."

"Bought one suit of clothes for self in nine years."

"I have had but one vacation in eleven years. . . . My chief concern is that I can not save for the future or have the technical journals I should have or attend scientific meetings on my present salary."

"That (\$1,700) is every cent my wife would have between her and debt in case of my death. We have postponed necessary medical services; use food of an inferior quality; have insufficient and cheap clothing; deny ourselves the ordinary

pleasures of other folks; avoid all social activities, even the most simple—the whole situation makes a man bitter."

One correspondent has saved \$600 in six years by the following methods:

"We use butter substitutes; I run a garden and sole the family's shoes; my wife make all her own clothing."

An Assistant Professor writes: "My only reason for not taking an active part in the Federation this year is the fact that I feel I can not afford the dues."

"During the summer vacation of 1918 I found it necessary to seek employment in a factory at \$18 a week in order to keep pace with living expenses."

"Have stayed away from all social functions because the only clothes I have are those I wear in the laboratory."

"Adoption of a vegetarian diet with nut butter for substitute. Cutting hair of children; resolving of shoes at home."

"Wear suit in class-room made in 1914, discarded in 1916, revamped in 1919. Wear suit to church made in 1915. . . . Help wife do family washing."

"Dress like a tramp."

"University teaching would be a luxury which I could not afford to indulge in, if my wife were not also earning a salary as a teacher in public schools."

"Necessary medical service in family postponed three years, so that complete recovery is now doubtful."

And so it goes—page after page revealing sordid, heart-breaking scraping and pinching. Some of the nation's most brilliant scholars forced to leave their laboratories in order to sole shoes, repair their houses, help with the family washing!

Professor Kempner's report contains much material that has hitherto been unavailable. It gives in simple, clear terms the exact economic situation of teachers at the University of Illinois—and is not pretty reading. University teachers realize their duty and will cling to their University jobs as long as they can. But—under these conditions—how long will they be able to hold on?

Teachers, Do You Begin To Understand?

Extract From a Report to President Gompers

SAMUEL GERALD McLEAN

President, The California State Federation of Teachers

In California the forces of reaction seem to be doing their full share in the anti-social campaign now being pushed thruout the United States. Under the guidance of men like Edward Trefz of the United States Chamber of Commerce, the Commercial Federation of California with headquarters at South Spring Street, Los Angeles, has developed an organization the ramifications of which reach into every part of the State. The breadth of its activities was revealed in the recent election when its branches in different cities came out publicly with indorsements of particular candidates. Its attempt to kill the union movement by the subtle method of substituting such forms of industrial organization as "The Co-operative Plan," "The American Plan," etc., is cunningly contrived, vigorously executed, and definitely aimed at controlling the public mind years ahead. That it may fit more exactly with the psychological "Americanism" now being proclaimed so loudly from the housetops, it has recently changed its name to the "Better American Federation."

On Labor Day the A F of L unions in Oakland had their celebration at Idora Park. The Bethlehem Shipbuilding Corporation of San Francisco and Alameda, the Union Construction Company of San Francisco, and the Moore Shipbuilding Company of Oakland, all operating under the American Plan, arranged a special *joint* picnic to Niles Canyon. This scheme was designed, of course, to consolidate working groups of the American Plan from both sides of the Bay, and so cut them off from the distant union labor celebrations in Oakland and San Francisco. Edward Trefz was there to speak on "Co-operation and Americanism," and it was decided to make the affair an *annual* one.

In the Survey of August 16 you will find an article entitled "Attack on Los Angeles Y W C A," which exposes the plans of the Better American Federation in launching the attack simply because the Y W C A endorsed collective bargaining at its last annual convention at Cleveland.

In order to keep the Los Angeles teachers from

perfecting a union the Better American Federation thru Mr Trefz & Co waged their campaign for higher salaries. When the San Jose teachers had decided to unionize, the Better American Federation paid for half page advertisements in the local papers warning the teachers that like soldiers and policemen they are the wards of the State, that if they unionize they will be dismissed in favor of teachers "*true to the traditions of the profession*," and that the Better American Federation will see that the teachers get adequate salaries without unionizing. The hand of the Better American Federation was visible in an attack made on the San Francisco teachers' union some months ago. A week ago we entered suit against the School Superintendent of Fresno for libel for the dismissal of the President of the Elementary Teachers' Union, the Vice-President of the High School Teachers' Union, and one other union teacher on the ground of "professional incapacity." There is every evidence that his defense is being financed by the Better American Federation. As I write I have received news that the Board of Education of Fresno has just passed a resolution flatly condemning teachers' unions affiliated with the American Federation of Labor. The fact that the Seattle Chamber of Commerce conducted the salary fight of the teachers there, the attack by similar agencies on the teachers' unions of St Louis and Lancaster, Pa, and the subsidizing of the Arizona schools by the copper interests all show that similar tactics are in force the country over. Even the National Educational Association is bitterly opposed to the teachers' union movement.

Now what does all this mean? The following report sent out confidentially to employers by the Babson Statistical Service is significant:

"There is no doubt about it—Labor is beaten . . . We have an organized labor force more numerous than ever before. . . . But that same labor force has lost its hold on the public. It is divided in its own camp. It fears capital. It fears its own factions. It threatens but it does not dare. . . . The war has taught the employing class the secret and the power of propaganda. . . . Now when we have anything to sell to the American people we know how to sell it. We have

learned. *We have the schools. We have the pulpit. The employing class owns the press.* There is practically no important paper in the United States but is theirs."

So reaction has learned and is successfully using the power of propaganda to manipulate the public mind. Reaction has set out not only to control the *thinking* of present-day adults, but also to see that the minds of the young receive only the particular type of training that will serve "the interests" in the generation to come. Universal suffrage carries no dangers for reaction if only the people can be taught to be content with their lot and to vote the reactionary ticket. The fact that notorious grinders of labor are tumbling over one another to see that labor gets an education is a serious sign of the times. One is reminded of Lowe, the mid-Victorian statesman, who, when the English people got the vote, said: "We must educate our masters."

If then reaction is so anxious to control the public school that organized labor has given America it seems that reaction sees in the school and the teacher the instruments that mould future social organization. And if that is true, then it appears that since justice, truth, and a truly human world constitute the basis on which organized labor stands, the American Federation of Labor is justified in using every possible effort to see that its policies are projected into the public schoolroom.

Now education is not a matter of curricula. It is rather a matter of the interpretation of curricula, of the type of work actually carried out in the class room. It is finally a matter of the social understanding of the teacher. To humanize education we must first humanize the teacher. To humanize the teacher we must give him the correct historical background of present industrial and social organization; we must keep him constantly supplied with the truth about industrial and social developments. To my mind then, the real and permanent progress of the labor movement is in the main a question of the development of the social sense of the teachers of the public schools. Every dollar and every ounce of energy spent by organized labor in that direction must bring back 1000 per cent. dividends in the creation of a socially awakened American citizenry.

What is the situation in the public schools at

the present time? The quotation from Babson's reports proves that the philosophy of labor has not free access to the school room. The attacks on the teachers' unions and the subsidizing of the schools show the fear reaction has that education may get into the hands of free liberal thinkers. Those of us who work under the direction of Boards of Education know that to teach the philosophy of capital carries no danger of dismissal; to espouse the validity of labor's claims is to risk exile from the public school. Even our textbooks do not reflect the viewpoint of labor as to the rights of persons. The great bulk of the teachers of America have the capitalistic interpretations of life; they read surprisingly little liberal literature; they get their conception of the social struggle from the accounts served up by a bigoted class-conscious press controlled by the employing group. Not one teacher in a thousand knows the truth of the working day in the steel industry, or has learned that the Inter-Church Movement has issued a report on the subject, or believes otherwise than that the miners a year ago attempted to establish a minimum and not a maximum working week. Under such training what can we hope from the next generation?

But what is the remedy? We teachers who have thrown in our lot with labor for no reason or reward than that we believe in labor find ourselves in this position:

1. Capitalistic control of the schools hampers our liberty to speak the truth about labor, its struggles and its aims. To attack capitalistic plans means professional death.

2. Our school salaries are not large enough to free us from constant dependence for bread and butter not only in retaining our day jobs but also in teaching in both day and evening classes. We are not left sufficient time for the struggle. So we try to fight a system that holds our employment and even our very future in the hollow of its hand. If the teacher is dismissed for union activity he is in effect blacklisted, for, of course, school boards will not employ him without making careful official investigation as to his reputation and history. As head of the teachers' union movement in California I have for two years donated my spare time to using the limited means at our dis-

posal to spreading union propaganda among the teachers of the State. We have accomplished good results. A point has been arrived at where I feel that each of the 2,000 high school teachers of the State must be reached once a month or oftener by a bulletin setting forth the facts as to present-day social, educational, and industrial developments. The campaign of reaction must be met by creating a keen social sense among the teachers who are entrusted with the work of training the young men and women who are to be the leaders of the people. But two difficulties confront us:

1. So far as I personally am concerned my teaching day and evening deprives me of any time to see that the bulletin is properly got up and circulated.

2. There is also the question of financing the publication. Such a bulletin issued by groups of teachers in a few of the principal States of the Union and having a local coloring would influence the trend of educational thought.

The larger question of the development of a labor press for the United States is one that has already engaged the attention of the Executive Council of the A F of L, I understand. It is one that demands a speedy and vigorous answer as an antidote to the poison of reaction. We must aim at influencing the *thought* of the people. Therein lies the remedy.

THE TEACHERS' UNION

HERBERT D LAUBE

Milwaukee, Wisconsin

This is a day of organization. The war has taught us that lesson. We realize as never before that efficient group expression demands organization. Responsive organization is the secret of all good government. Organization in industry to promote general welfare achieved an allied victory. Organization among teachers promises to be the next step in democracy.

But when one attempts to organize the great mass of teachers, the workers in the ranks, some autocratic superintendent who sees his power waning cries "What is a union?" My own idea of the term is that it is something inclusive, asso-

ciated, combined. The idea of the typical school superintendent as I have known him, is that the union is something exclusive, dissociated, disunited. He mourns that he is excluded. He laments that anyone in the teaching profession should array class against class. Because he and his kind are segregated, he has a vision that society shall be precipitated to destruction. To him, the teachers' union creates two hostile camps. He sees the end: hatred, distrust, ruin. Let us analyze the situation to discover the superintendent's true position.

A school is designed primarily for instruction. Pupils and a teacher alone are needed. Where pupils and teachers are numerous and schools are dependent upon some public unit for support, in order to secure efficiency in graduation and operation supervisors are selected. A system is created. The supervisor of any school is called, usually, a principal. The notable fact to bear in mind is that supervisors, including principals, are not indispensable factors in achieving the objects of a school, and are justifiable factors only so far as they assist in perfecting relations between pupils and teachers in producing superior results thru organization.

Consult your own experience. What was the vital part of your school life? Was it not those moments when some subject became a vivid reality because presented by a sympathetic teacher to an interested pupil? The mastery of that subject could no longer be unrelieved drudgery; the work was at least tintured with joy. If you had that experience you sensed that a school is a place of co-operative effort. Any system that creates supervisors who do not assist, or who disturb unnecessarily, or who jeopardize, that co-operative effort has no reason for being maintained unaltered.

Do supervisors tend to create such a system? They do. They are human. We ought to understand their humanity well enough not to allow it to express itself at its worst, or even in undesirable ways. If we were principals, we would be just like the present principals. Some of us would be very helpful and indispensable in our own minds and much less helpful in the minds of the teachers we supervised. If supervision is designed to perfect a system of co-operative effort, who is best able to

judge when a supervisor has blundered? The conclusion can't be escaped; the best judges are the teachers supervised. No man endowed with intelligence and free from prejudice who says he is a believer in democracy can consistently deny it.

The analysis is nearly complete. Thus far it shows that a school system is made up of three elements: the pupils, the teachers and the supervisors. Since pupils are not eligible to membership in a union, we shall consider the supervisors and the teachers supervised. The supervised formed a teachers' union. Report has it that almost every principal in Jersey City opposed it. Yet, at the time of the formation of the union of the supervised the principals had an association of their exclusive class.

A teachers' union is not organized for temporary gain. It is a sign of the times; it is a revolt of the supervised against the arbitrary conduct of the supervisors. Instead of assisting teachers, supervisors have often made the attainment of good results more difficult. The "office" and not the classroom, has been the convenience which has controlled. Recitations have been interrupted without warrant. A senseless filing of papers has been required. Written reports have become more numerous. The clerical work of a teacher often becomes so burdensome as to make teaching of secondary importance. The time, energy and enthusiasm that should go into professional efficiency are spent in completing office files. Discrimination among teachers has been obvious. The same privileges have been granted to all teachers on the same condition. The supervisor has belittled "Those are my orders." "Insubordination." The faint-hearted have been stricken with terror; the strong-hearted have been inspired to action.

A teachers' union is the result. It includes teachers whose interests are identical; it associates them in a combination because they are eager that the public schools shall serve the purpose for which they were designed. A teachers' union excludes supervisors because of the necessity of making a school an expression of the will of the people and not of the will of the man who supervises. It disassociates and disunites the supervised and the supervisors, because at times a school has been made,

thru supervision, the servile instrument of the supervisor. If there are any who can interpret the will of the people of Jersey City, of the great, able-bodied, industrious mass, it is the teacher who hourly meets the boys and girls, the children of the people, who come to fill the recitation rooms and profit by their opportunity.

I was not born in Jersey City. If Fate had decreed it as my birthplace I should not have resented it. I served the people of Jersey City for six years—I hope they have no cause to complain. That service was to me a great delight. To recall memories of the hundreds and thousands of boys and girls who came under my instruction is highly pleasurable. As a group they were ever courteous, conscientious, earnest. The homes from which such boys and girls come and go must be deeply appreciative of Jersey City's teaching force. I do not believe their parents would ever view with suspicion any demands that teaching force might make if they were frankly presented, and fortified by the principle of justice. The dignity of justice will ever prevent the public discussion of it from degenerating into petty squabbling. But if, without effort, the teachers of Jersey City who seek justice wait until it is graciously and sweetly ushered into their presence by love, humanity will mourn their inactivity and pity their judgment.

The Czar is dead. The Kaiser reigns no more. The paling shadow of "His Majesty" wanders in foreign lands. Some few servile subjects are in his retinue, lingering under the delusion of devout loyalty. How strange that in this hour, Von Tiritz, that cruel and heartless advocate of inhumanity should be, momentarily, the great analyst of Germany's past. This, he says, is why Germany fell: "Everything was ordered from the head (Kaiser). Anything like initiative or independent motion has been suppressed in our scheme of things." That was, and is, tyranny wherever found. The war is over; tyranny is in disrepute. This era shall carry to full consummation democratization in government, in industry and in education. The unions must lead even the principals protest. 'Tis a glorious end to which they may dedicate their energies. The teachers' union is a sign of the times. May it keep its purpose steadfast!

THE PRODUCT OF AUTOCRACY

ABRAHAM LEFKOWITZ

Local 5, New York

In the brilliant work of William Godwin, the English individualist and preacher, appears the following paragraph: "As long as man is held in trammels of obedience, and habituated to look to some foreign guidance for the direction of his conduct, his understanding and the vigor of his mind will sleep. Do I desire to raise him to the energy of which he is capable? I must teach him to feel himself to bow to no authority, to examine the principles he entertains, and render to his mind the reason of his conduct."

While the above excerpt cannot be a satisfactory political guide, as an intellectual one it is most admirable and timely. The bane of the teaching profession is unthinking and unquestioned obedience to the authority of official superiors. Blind worship of educational principles heralded by superiors and propounded by self-developed experts seems to rule the teachers. Intellectual obedience has become a religion with them—something to be done, not something to be questioned. Not what is good for the schools but what is good for me, seems to be the guiding principle. Not educational efficiency based on individual contribution, but servile educational happiness (freedom from molestation by superiors) is the goal of too many of our teachers. Is it any wonder then that they cannot acquiesce in the admirable doctrine of Dr William H Allen who holds that teachers must not sit helplessly by when wrong ideas are proposed but that they are "under obligation to tell the public the truth by every recognized means of advertising and publicity within their reach."

The result of making a fetish of authority is the creation of an orderly mechanical school system where reason, initiative, and courage are largely absent. Not, how does the teacher like to teach a subject; but, rather, how does the superior want it taught? Not, what should be done to make the subject meet the needs and interests of the pupils and the times, but rather, what will satisfy the official "superior?" We teach largely to satisfy the "superior-man" conception of what is good for an ever-growing ever-thinking adolescent.

What has been the result of this autocratic domination of our educational systems? America, confronted by the greatest crisis in its history, demanded men who *could* but, alas, it obtained men who knew but to obey. The occasion demanded new paths, new methods, new ideas, but instead, it obtained efficiency along old paths, old mechanical methods, and according to old ideas. And what else could one expect? Our schools breed servants and autocrats but not democrats; followers, not leaders; improvers, not inventors; imitators, not innovators; men fattened by the gratification of desire and not those consumed by the fire of great ideas; spineless followers, not fearless and independent thinkers.

When the late Dr William H Maxwell, New York City's well-known and able head of education retired from active service, did the system have one person in its corps of 22,000 of such ability and scholarship as to ensure his immediate succession? It did not. Why? Because Dr Maxwell, the fearless, was nevertheless, an autocrat of autocrats. Autocracy develops obeyers, doers of assigned tasks, hewers of wood and drawers of water. It defeats its own end; it digs its own grave. Had Dr Maxwell been a democrat, the system would have produced many subordinates who, like their leader, would have developed initiative, resourcefulness, inventiveness, courage, ability, educational insight and leadership. Our loss in his retirement was great, but so ought to be our gain. We had the weakness of autocracy strikingly called to our attention. Will boards of education and superintendents have the wisdom and the courage to profit by the past and to substitute educational democracy for educational autocracy? Will they be influenced in their decision by the world-wide economic and political tendencies which stress the need for functional, and not lip-democracy? Will they, like the newer enlightened industrial heads of the type of Filene, Renold, Hart and others give their employes and teachers a great share in school administration, and thus harness the most powerful latent intellectual power which, if used fully and properly, can transform a nation of followers into a nation of leaders? May boards of education and educational administrators be inspired with faith in the great ideal for which ten million heroic souls made the supreme sacrifice.

From the Report of the Committee on Education of the Montreal Convention of the A F of L

TEACHERS' UNIONS

The Senatorial investigation of the schools of the District of Columbia to which Executive Council refers has been completed, and the Teachers' Unions, of which there are ten in the district, including in their combined jurisdictions every type of teaching work, were only incidentally involved. Nothing derogatory of the Teachers' Union was established, no union officials were summoned to testify, and the official report of the Senatorial Committee conducting the investigation contained no word of criticism of the union.

However, your Committee desires to call the attention of the Convention to a concerted attack upon the union movement among teachers, made by the organized interests hostile to labor. In St. Louis, the Board of Education has adopted the following rule:

"No person shall be employed hereafter in any capacity in the Instruction Department, who is a member of a trade or labor union or of an organization affiliated with a trade and labor union; and any person employed in the Instruction Department becoming a member of any such organization shall be subject to immediate dismissal from the service."

This rule was adopted, notwithstanding the fact that the Missouri law requires every member of the Board of Education to take oath "that he will not be influenced, during the term of office, by any consideration except that of merit and fitness in the appointment of officers and the engagement of employees."

In Lancaster, Pennsylvania, eighty-two teachers were given the option by the Lancaster Board of Education, either of withdrawing from the American Federation of Teachers or of losing their positions; and upon their determined refusal to renounce their right as American citizens to maintain the religious, civic, or economic affiliations of their free choice, the Board of Education declared their positions vacant. This arbitrary action was taken in defiance not only of the rights of the teachers, but of overwhelming public opinion, as evidenced by the protests of the central labor union, business men, ministerial associations, mass meetings, and a petition demanding reinstatement, signed by thousands.

Similar attempts are being made by autocratic boards of education in other communities. If the schools are to develop free, unafraid men and women, American citizens of the highest type, the teachers must live and work in an atmosphere of freedom and self-respect.

Your Committee recommends that the officers of the American Federation of Labor be instructed by this Convention to use every effort to protect teachers against intimidation and discrimination on account of affiliation with organized labor; and that affiliated state and central labor bodies be urged to resist with all vigor any attempt to coerce the judgment and conscience of the teachers of the public schools.

LABOR'S DECLARATIONS ON EDUCATION

In order to make easily available labor's position on education, and to add to the effectiveness of labor's contribution to educational progress, your Committee recommends that the Executive Council be instructed to have compiled and published in pamphlet form the official declarations of the labor movement upon education.

The recommendation of the committee was adopted.

RE-ENDORSEMENT OF EDUCATIONAL PLATFORM

Your Committee recommends the reindorsement of the educational platform adopted by the Atlantic City Conven-

tion, with the modification of Sections 14 and 25 to read as follows:

Section 14—Where there is sufficient demand, the school authorities should grant the use of school buildings for public forums, conducted by democratically organized local community groups, responsible under the law for the language used, the topics discussed, and the speakers selected. The democratic method of organization of public forum districts along these lines in Washington, D. C., is commended as a helpful model.

Section 25—Your Committee believes that the most effective guarantee of democracy and progress in the schools is the affiliation of the teachers with the great democratic force of organized labor, which was the pioneer in the agitation of tax-supported public schools in the United States in the first half of the last century, and has ever since proved the steadfast friend of public education. The affiliation of the teachers with organized labor is not confined to the United States. 120,000 out of 140,000 French teachers are so affiliated, as are the great majority of the teachers in Holland. In England the teachers are affiliating with organized labor in constantly increasing numbers. In Australia, particularly in Queensland, the teachers have affiliated. The teachers of the United States and Canada will find vigorous and effective support for progressive educational measures through affiliation with the four and one-half millions of organized workers, as has been demonstrated by the growth and achievements of the American Federation of Teachers. Your Committee recommends that the Executive Council of the American Federation of Labor and all state and city central labor bodies of the United States and Canada give every assistance to the American Federation of Teachers in the organization of teachers, and the improvement of the schools.

In face of the existing national emergency in education caused by wretchedly inadequate teachers' salaries and the financial starving of the schools, and by the lack of self-respecting conditions under which teachers work, and the absence of any democratic voice of the teachers in the conduct of the schools, your Committee particularly stresses Sections 17, 18 and 19.

"17—A thoroughgoing revision upward of the salary schedule of teachers in public schools, normal schools and universities, to meet the increased cost of living and the growing appreciation of the value to the community and the nation of the teachers' services.

"18—The liberal, ungrudging reorganization and increase of school revenues as the only means of maintaining and developing the efficiency of our public schools.

"19—In order to secure a more democratic administration of our schools, to develop a spirit of co-operation, and to gain for the community the benefit of the experience and initiative of the teaching body, boards of education and superintendents of schools should confer with committees representing organizations of the teachers' choice in all cases of controversy between school authorities and teachers, and should consider and make official public record of suggestions dealing with the conduct of the schools submitted by the teachers thru such committees."

Respectfully submitted,

MATTHEW WOLL, Chairman
CHARLES B STILLMAN, Secretary
JOHN WALKER
FRANK GILLMORE
DAVID J DAVIS
JOHN B O'BRIEN
H N LINK
CHAS A SUMNER
IRA M ORNBURN

LANCASTER TEACHERS LOCKED OUT BY SCHOOL BOARD

Because They Joined Union Affiliated with Labor, Educators in Pennsylvania Town Fail of Re-election
—State Superintendent's Decision

By W. CARSON RYAN, JR.

Lancaster, Pa., August 13.—I came to Lancaster to look into a controversy over teacher affiliation with union labor; I found a case of lockout of school teachers by the school board.

The most important immediate issue, as I see it, in the Lancaster school situation—and an issue important to every teacher and every citizen in the United States—is not the question of the propriety or impropriety of teachers affiliating with labor unions, but the propriety of a school board locking out half its teachers without charges of any kind.

The next important issue is political—whether machine politics shall or shall not control Lancaster's schools. This is still a real problem in many parts of the United States, especially when school board members are elected on a party ticket or by a partisan administration.

But behind both these issues there is still another—the industrial situation. Lancaster is still to a considerable extent a non-union town. It is quite possible that members of the school board and those behind them are afraid that it would be a dangerous precedent to let the teachers have their union, because the organizing "bug" might get to some other groups in the city—to the trolley men, for example, who are quite unorganized, and so on down the line.

EIGHTY-TWO TEACHERS DISMISSED

The Lancaster story in its externals is simple enough. Like the teachers of other cities, those in Lancaster are grossly underpaid. They sought increases in salary. In April they learned, or thought they learned, that no action on salaries would be taken until June. Despairing of a decision in time to be of help to them, the teachers organized a local of the American Federation of Teachers, with ninety-nine members—more than half the teaching force of Lancaster. At the next meeting of the board 82 teachers "failed of re-election." These 82 teachers were those who held membership in the teachers union. (I am told there were 85 on the rolls, but the board overlooked three.) No charges of any kind were brought against the teachers, and it was admitted on all sides that among them were some of the strongest teachers in the city.

THE COMMUNITY AROUSED

When it dawned upon the community that a large part of the teaching force of Lancaster was to be thrown out bodily, and the schools—especially the high schools—virtually wrecked, public opinion was aroused. "Lancaster Organizing in Every Corner to Aid Ousted School Teachers," said the *Intelligencer-News Journal*, the strongest paper in the county, in headlines across the front page, and even the other paper, whose independence is evidenced from its standing motto—"The Only Republican Daily in the Greatest Republican State in the Union"—told of the wave of indignation that swept over citizens in all walks of life at the action of the school board. Editorially the *News Journal* said of the situations: "The school system of Lan-

caster, once the pride of the Red Rose City, and for a number of years one of the best in Pennsylvania, has collapsed."

A citizens' committee of one hundred was organized, and this was later supplemented by a women's committee of 150.

The Ministerial Association of the city, after hearing both sides, strongly upheld the teachers, saying in their report: "We feel that the people of Lancaster ought to know that, while the Teachers' Federation is affiliated with the American Federation of Labor, organized labor has no authority over the Teachers' Association. . . . These teachers are among the best. Many of them have served our schools faithfully and well for years. They will not be the chief sufferers. It will be the children and youth of our city."

"REQUESTED TO WITHDRAW"

There is not space to review all the details of the controversy as it went on. Suffice it to say that the board adhered to its decision not to re-elect, and the teachers also sat tight. Influenced by public clamor the board did, in due time, issue a notice that has been characterized as a "strange mingling of cunning obsequiousness and cruel power," which read as follows:

"Resolved, That all the teachers affiliated with the Lancaster Teachers' Association of the American Federation of Teachers be advised by the committee, supported by a majority of the board, that it is the conviction of the committee that such affiliation is not for the best interests of our schools, and that all teachers so affiliated be respectfully requested, if they will, to abandon such affiliation and that each teacher indicate in writing to the secretary of the board on or before Thursday, June 3, 1920, whether or not he or she is willing to comply with this request.

DR. FINEGAN'S DECISION

But the board went on electing such teachers as it could secure, and the citizens and teachers appealed for a decision to Dr. Thomas E. Finegan, State Superintendent of Public Instruction of Pennsylvania.

It was five weeks before the appeal to the State Superintendent was answered. The decision came on July 27. As was to be expected, it upheld the right of the Lancaster board under the law not to re-elect the teachers. Pennsylvania has no tenure of office law, and the School Board here can let any teacher go if the members do not like the color of her hair or her eyes or the way she dresses, or anything else about her. It shows the professional position in which American teachers are to-day—but it ought to be said in defence of Pennsylvania that only a few States have tenure laws that protect teachers in their positions during efficiency and good behavior, and Pennsylvania in this respect is no worse than many others.

Legally, the State Superintendent was on firm ground. But he did not stop here. He drew up a statement on the propriety of teacher affiliation that will return to plague him some day. Nobody who knows Dr. Finegan will believe he wrote it himself, for it isn't even an effective attack on labor affiliation. It repeats most of the erroneous assumptions that are current among those who have not taken the trouble to investigate; it answers in the negative the academic question: "Is it proper and professional for teachers to affiliate as an organized body with another organization representing a portion of the citizens of the community in which such teachers are employed?" yet says: *the fact that such teachers are or are not members of an organization of any kind has no bearing upon the lawful action which a board may take in such matter*, and practically urges the teacher to quit her job if she can not get satisfaction—something the Lancaster teachers have been particularly careful not to do.

HOW IT STANDS NOW

A few of the teachers have gone back; fifty-three have held out to date. Nearly all of these fifty-three have accepted other positions. A goodly proportion of them have gone into business or are taking special business courses for this purpose. They are disgusted with teaching as a profession. The president of the organization, admitted on all sides to be an extremely capable school man, will probably be lost permanently to education—at least to public school work. Some of the teachers are going into factories and stores. A number are going out to other cities, so that Lancaster's loss is somebody's gain.

The Superintendent says he is filling the positions satisfactorily. He would not admit to me that the standards are any lower, though it will be little short of a miracle if he gets worth while teachers for the slightly increased salaries that are paid, and under the conditions as they exist. The Superintendent himself thinks the teachers ought to have had more money, and he thinks Lancaster's new tax for education—10 mills—is still too low, though he points out that it has doubled in the past eight years.

MOTIVES BEHIND THE FIGHT

I have talked with members of the school board and members of the teachers' organization. Many of the teachers, as well as many independent citizens, take the view that the real trouble is the political machine. They name Congressman W. W. Griest, who is the great political leader of the county or the machine boss who holds the whole county in his hand (depending upon how you view it), as the real cause of the trouble. The Assistant District Attorney, A. V. Hosterman, has been the most energetic member of the board in the union matter. He claims to have stood alone at first in opposing the teachers' union, and this claim is generally recognized as just. He is very earnest in his opposition to teachers' unions. He says some very appreciative things about the organized labor movement, but makes the usual mistake of insisting that in some mysterious way the teachers can be ordered out on strike by the American Federation of Labor and must in any case bring active labor promotion into the school room. He insists that the board did its own thinking and did not take orders from Griest. President Slaymaker, one of the three bank presidents on the board, thought labor affiliation might be all right up in the mining regions of the State, where everybody was organized and "it wouldn't be noticed." But he didn't want to be on the school board anyway—he had really important things to do; "schools were only a side issue." Another bank president, by the way, is the strongest supporter the teachers have on the board.

At the beginning of this article it was suggested that the chief motive back of the School Board's action might in the last analysis turn out to be industrial rather than political. "Lancaster is a conservative town," I was told by people on both sides of the controversy. Those opposed to the teachers were quite willing to assert their belief in the right of labor to organize, tho they were careful to assert that organized labor had its "proper sphere of action"—a phrase which often means, with those who use it, opposition to unionizing of workers in other fields than those already occupied.

But in the end the question comes back to the lockout of union teachers by the Lancaster school board. No matter what one's views on the desirability of teacher affiliation may be, there will be few who will sympathize with the ruthless method of the lockout, whether, applied by industry or by a school board claiming to represent the public. As Josephine Colby said recently in describing a similar situation in California: "There is nothing to foster a good union spirit like denial of the right to organize." There is something in the American spirit that fights hardest for the thing that is denied.

—From *The Evening Post* (New York) of August 14, 1920.

ANOTHER DEBATE

A symposium on the union movement among teachers is published in the *Educational Review* for September. The writers for the movement are President Charles B. Stillman and Prof. W. C. Curtis, president of our local in the University of Missouri. The writers against are Prof. A. O. Lovejoy, president of the American Association of University Professors and Dr. James E. Russell, Dean of Teachers College. In addition, the Editor of the *Review*, Prof. F. P. Graves, University of Pennsylvania, takes part in the discussion on the side against unionism.

The array of arguments for and against is the most pretentious yet assembled in one issue of a periodical. The publishers of the "*Review*" are George H. Doran Company, 244 Madison avenue, New York.

Dean Russell's argument was presented first at a mass meeting of students in the summer session at Columbia University, 1919. Professor Lovejoy's argument strikes us as being cold and calculating in the effect of its advice to teachers. His concluding paragraph is as follows:

"It is by refusing to merge themselves in either of the great parties, by maintaining their complete independence of action and thus their ability to throw their influence now to one side and now to another, that small minorities, in political affairs, have not seldom been able to exercise great power. It is a somewhat similar policy that American teachers, who will never be formidable by their numbers, can best retain and increase their power to serve the cause of justice and orderly social progress, to meet each new issue effectively as it arises, to trim the ship of state during the storms thru which it is certain to pass in the coming decades. Our position will be stronger and our influence and potential usefulness incomparably greater if we avoid all entangling alliances with organizations primarily economic in their objects and representing chiefly the special interests either of employers or employees."

In our opinion "trim" is the correct term for a course of this kind.

AN OPINION

"As a teacher, I should be unwilling to join a union. I put the teacher in the same category as the soldier, an officer of the army of future defence."—From an address at *Convention of the Typographical Union, Albany, N. Y.*, by John H. Pinley, Commissioner of Education of the State of New York.

Yes, and so do others who need armies to help them out. See the activities of the California Federation of Commerce.

BOOK REVIEWS

Department in charge of Alice L. Wood, Associate Editor

With the book notices of *The New York Times*, *The Bookman*, *The New Republic* and *The Nation* available to American teachers, the value of additional reviews in *THE AMERICAN TEACHER* may be questioned. However, a personal opinion based upon reading for pleasure and not reading for professional reviewing may carry weight. In these book-talks as they appear from time to time, I shall list and comment upon books on any subject, that have proved worth while to me, books that, called out of the many, I can recommend to busy teachers.

In this first paper, written as it is, far from libraries, where the only books are found in running brooks, I am compelled to look backward. Of all the books of last winter's reading which stand out, which would I unwillingly have missed?

Two discussions of the present industrial crisis seem to me fundamental. With these as a basis all of the later books and magazine articles on the subject seem clearer. They are Bertrand Russell's "Proposed Roads to Freedom" (Holt) and Helen Marot's "The Creative Impulse in Industry" (Dutton). In the first, Russell defines and analyzes with superlative clarity the terms we must understand if we would understand any of the world movements today in industry and economics. Without bias and thoro, it is an invaluable exposition of such terms as State Socialism, Guild Socialism, Syndicalism, etc.

Helen Marot's book is not the easy reading created by Russell's matchless style. It is well worth reading tho, as a discussion of the psychological basis of much of the discontent of labor. It is suggestive to the teacher, also, in its emphasis on the fundamental human impulse to create, to express one's self in all activities.

A third book that made a great impression on me as a teacher was "The History and Practice of Psychoanalysis," by Bjerre (Badger). This is purely a popular summary of the theories and discoveries of the great leaders in Psychoanalysis, elementary to students of the subject. But to one who has not the time to specialize it is valuable in giving an understanding of the underlying principles, and is most suggestive to the teacher or parent. The knowledge of the harm we teachers may unwittingly do, is terrifying but happily, as James comforts us, the protective faculties of the young are numerous, and, too, sympathy and common sense save us from many pitfalls of which scientifically we are all unaware.

The Adams books! Who has not read them? In spite of all the reviews, let no one be frightened off. "The Education of Henry Adams" (Houghton, Mifflin), with its fascinating style, its ironic humor, its pictures of Harvard, Boston and Washington, is well worth reading, once

for pure pleasure, and a second time with an American history at one's elbow for reference.

"The Degradation of the Democratic Dogma" (MacMillan) was so stimulating to me in its original suggestiveness that it almost became an obsession. However, now that the excitement of the book itself has worn off, the introduction by Brooks Adams seems perhaps the most interesting part of it. The light he throws upon his forebears, and the discussion of Adams' view of the transportation problem in this country and its relation to real democracy, is most timely.

One more Adams book, "The Autobiography of Charles Francis Adams," (Houghton, Mifflin), gives still another point of view of Bostonian education and American culture, this time the scholarly and political tradition becoming slightly tinged with business. While not so temperamental, nor nearly so fascinating, it is doubtless healthier.

Before leaving the subject of biographies, I cannot forbear naming as the most delightful book of my last year's reading "Eminent Victorians" by Lytton Strachey. For style, insight and a picture of a period, it is without a peer in its realm, in my opinion.

Novels? Where are the good novels of the days before the war? This writer does not find them. However, "Legend," by Clemence Dane (MacMillan) so well reviewed by the *Nation's* excellent reviewer, proved to be all that he said. Artistically a gem, it held one a little breathless with the tenseness of one's emotion and interest. "The Gay-Donbays" (MacMillan) is also quite worth reading, especially enjoyable to one who confesses a love for Dickens.

I find I have left out Keynes' "Economic Consequences of the Peace" (Harcourt, Brace & Howe), which I consider as necessary to an understanding of all discussion of after-war economics as Russell's book to an understanding of after-war industry. Or I might say as fundamental as Dewey's "Democracy and Education" to all discussions of Education.

"Organized Labor in American History," by Prof. Frank Tracy Carlton. D. Appleton & Co.

Prof. Carlton's book is not a history of the labor movement but a short understanding and sympathetic treatment of labor's part in the evolution of our social life. Prof. Carlton's portrayal of the Constitution as an instrument for the protection of property rather than humanity, his analysis of the types of labor legislation, his fine treatment of the relation of labor to such movements as land reform, slavery, etc., are interesting, but it is his treatment of labor and education that will particularly please the readers of the "American Teacher."

In Chapter 4 Prof. Carlton shows that free tax-supported schools grew rapidly not so much because of the support of such humanitarians as Horace Mann or R. Dale Owen, but largely because of labor's enthusiastic support. Having secured free universal education, labor now desires to trans-

form our schools from commercialized agencies turning out cogs that will fit the industrial machine of today into a workshop of democracy, where the children can be transformed into socially-minded, clear-thinking citizens who will fight to eliminate social and economic inequality. Labor thus hopes to transform the schools into agencies of social progress instead of keeping them as defenders of the present unjust political and economic order. In this great task of democratizing and humanizing education, the American Federation of Teachers is playing a predominant part. Those teachers who desire to familiarize themselves with labor's achievements and ideals should secure a copy of Prof Carlton's book.

"The College and New America," by Jay William Hudson.
D Appleton & Co

The tremendous failure of world statesmanship is not only driving civilization into bankruptcy, but is instrumental in bringing about a search for the cause of this failure. Some place the blame on our economic system, others upon our faulty educational system. Prof Hudson maintains that our colleges, with scholarship as the goal, develop the academic mind. He would transform our educational monasteries into laboratories of statesmanship in which men are to be trained to serve society and to realize its ideals. In other words, scholarship and truth are to be taught not for their own sake, but for the sake of society.

While Prof Hudson clearly senses the problem of educational reconstruction in its broad, rather than detailed aspects, nowhere does he intimate that organized wealth, thru its control of boards of trustees, makes impossible the realization of the educational reforms for which he so eloquently pleads. The realization of the ideals advocated by making educators free, by democratizing our educational institution and that means the unionization of college professors. The realization of the ideals advocated by Profs Carlton and Hudson means not only a complete transformation of our educational system from the point of view of courses of study, methods of teaching and administration, but from the point of view of completeness and usefulness. With these reforms consummated education will not cease with graduation, but will begin and reach full fruition in an active social life. Only thus can the social ideal be realized.

WILL DEFEND TEACHERS

Fresno, Cal., Sept. 18.—Organized oil workers have pledged \$2,000 to three Fresno school teachers who have been discharged and who are now suing the city superintendent for slander. It is agreed by every one that the teachers were discharged because of their connection with the teachers' union, which is opposed by the superintendent. This official, however, gives as his reason "official incapacity," and the teachers resent a reflection against their ability that will deter them in securing employment in the future. They are without funds and when the case was presented to the Oil Workers' union these trade unionists unanimously voted \$2,000. Other trade unions are taking similar action.

—From the Weekly Newsletter of the A F of L.

DECLARATION OF GRIEVANCES

IRENE R SINELNIK P S 165, Brooklyn, N Y

Whereas, The progress of the elementary school is dependent upon the wisdom of the teacher-clerk, and

Whereas, The clerk is both the right and left hand of His Honor, the Principal, and

Whereas, The teacher-clerk deigns to grace the central office of the school with her personal charms and esthetic presence, and

Whereas, The teacher-clerk raises the artistic standard of the school by exhibiting such noted masterpieces as Raeburn's "Boy and the Rabbit," Millet's "Gleaners," Teachers' Time Books, District Map and School Calendar, and

Whereas, The teacher-clerk is the happy recipient of the munificent remuneration of \$1200 per annum for these noble services, and

Whereas, The teacher-clerk takes the vows of eternal celibacy in order to fulfil these duties in the manner of infallible statistical guardian, be it hereby

Resolved, That said teacher-clerk be vested with the power to punish by decapitation, slow poisoning, higher license and eternal basement duty teachers and others guilty of the following misdemeanors:

1. Sending to office for correct time.
2. Criticizing the workings of the office clock.
3. Sending for keys without a note.
4. Submitting erroneous attendance sheets at end of month.
5. Disturbing the peace of the office by personal telephone calls.
6. Asking for salary rate.
7. Sending to office to find out if superintendent is in building.
8. Principal's asking clerk to take notes when she is engaged in manicuring, personal correspondence or sweet day-dreams.
9. Using of the Perfect Underbrush by amateurs.
10. Asking clerks if teachers may enter principal's office when His Honor is rotating in the Royal Swivel.
11. Teachers' appropriating unto themselves such valuable office property as erasers, books, blotters, past payrolls, etc., etc., etc., and PENCILS.

12. Reading over clerk's shoulder when she is computing payrolls.

13. Insisting on being sick and delinquent on payroll day.

14. Parents' appearing regularly at principal's office to sing the eulogies of their offspring.

15. Assignment of clerks to classes.

16. Elocution or oration by teachers in office after dismissal.

17. Arousing the ire and envy of clerks by leaving school at noon on Jewish holidays.

18. Principals' tapping of desk bell when clerk is half way down a mile-long column of figures.

19. Asking clerks to hold telephone receiver while waiting for number.

20. Sending to office for postage stamps—a vile imposition.

21. Singing the useless refrain of "More Heat."

22. Refusing to accept new admissions.

23. Singing or humming off pitch within hearing distance of the office.

24. Continual reverberating concert recitation on the first floor.

25. Resenting criticism of teacher-clerks.

Courageously submitted to His Honor, the Principal, on May 27, 1920.

FREEDOM THRU UNIONISM

The world having been made safe for political autocracy, the industrial Bourbons are now planning to destroy the union movement among teachers with a view of making educational enlightenment, and with it intelligent economic action, impossible. The first step in this national movement to enslave the workers or keep them economically in serfdom is the inauguration of an Open-shop Campaign on a national scale and the characterization of the movement by a subsidized press as the essence of Americanism and individual liberty; the second, the sabotaging of the splendid efforts of awakened Christianity as typified by the efforts of the various denominational churches to further the just demands of labor; the third, the determined efforts of chambers of commerce to capture the last citadel guarding the workers from political and economic slavery—the public schools and colleges.

"The schools must be captured" is the motto of the chambers of commerce. In various colleges fearless economic thinkers have been dismissed for daring to serve truth rather than organized wealth. Throughout the West the business interests have undertaken a gigantic advertising campaign in which they offer to make teachers the favored wards of the states with high salaries if they will but stand for the *status quo*. Those who refuse to sell their intellectual birthright for such a mess of pottage and who persist in joining the organized labor movement by affiliating with the American Federation of Teachers, are threatened with immediate dismissal—strong proof of the efficiency of our movement. In Frisco, Lancaster and St. Louis the fight is on. Unionism and Plutocracy have

locked horns at last. There is no turning back. The fight must be continued until intellectual and economic freedom or intellectual and economic slavery emerge triumphant. In Pennsylvania, our old "friend" Dr. T. F. Negan (a most admirable choice for the steel barons who dominate the state) has ruled that affiliation with labor is *unprofessional* (whatever that may mean in a democracy) and those daring to do such an unprofessional thing may be denied a renewal of license by local authorities, and the Commissioner of Education will sustain such action because the *public* must be protected. Whenever necessary to maintain the iniquities of the *status quo* that dear poor public is abused as often as the poor widows and orphans who own the stock of the Pennsylvania Railroad.

Is the Editor overstating his case? Is he soap-boxing? Is he preaching Bolshevism? Just read what the apostle of capitalism, the conservative statistician of the financial, commercial and industrial combines of America has to say. Mr. Roger Babson of *Babson's Statistical Service* says: "The war taught the employing class the secret and the power of widespread propaganda. Imperial Europe has been aware of this power. It was new to the United States. Now, when we have anything to sell to the American people, we know how to sell it. We have learned. We have the schools. We have the pulpit. The employing class owns the press. There is practically no important paper in the United States but is *theirs*." Oh, Mr. Babson, we thank thee for thy truth-speaking. Evidently the industrial overlords must be sure of their control if their agent dares to speak so boldly and freely.

Well, fellow teachers, how does it feel to be claimed by the Employing Class? "We have the Schools" keeps ringing in the Editor's ears and urges him to renewed efforts to induce the teachers to exert themselves to prevent the consummation of this gigantic conspiracy to enslave the thought of America.

In this portentous hour, when the people are dissatisfied, impatient, ground down by the profiteers, oppressed by the legalized violators of the law, and seem to be ready for almost any wild economic or political adventure, it ill behoves the owners of America's industrial processes to launch a gigantic industrial and intellectual war. We, of the American Federation of Teachers, cannot but accept the challenge. The struggle is inevitable; let us meet it. Our cause is not only the teachers' but also *humanity's* cause.

—From the News Bulletin of The Teachers Union (Local 5, A F of T), for September, 1920.

BONUSES FOR ATTENDANCE AT SUMMER SESSIONS AND INSTITUTES

Arizona:

Flagstaff\$300.00

Jerome 200.00 to N. S. grad. 1st term
150.00 to N. S. grad. 2d term
100.00 to N. S. grad. 3d term

Phoenix150.00

New Mexico:

Railroad fare paid to teachers who attend summer school.

Illinois:

Franklin County—\$15.00 paid for attendance at State Teachers' Convention.

A STATEMENT OF PRINCIPLES

*Missouri University Teachers' Union, Local 126,
A F of T*

OUR OBJECT IS THE PROMOTION OF EDUCATION

We believe in democracy, and in the schools as the chief agency of democracy. We believe that in a democracy it is the duty of the schools to place within the reach of the whole community that training in citizenship, industrial efficiency, and socialized self-development without which freedom of thought and action is impossible.

We believe that the success of the schools in realizing these ideals depends upon the teachers. Consequently we believe that the teacher is one of the most highly productive of workers and that if his work is to be well done, he must live in an atmosphere of freedom and self-respect. We believe that the teacher's freedom and self-respect involve a wage commensurate with the importance of his work and sufficient to attract men and women of ability, a voice in determining policies and programs of education, freedom of teaching and a secure tenure of office.

We believe that instruction must be independent and non-partisan, the teacher being a servant of and responsible to the public only, similar to a Justice of the Supreme Court who, tho appointed by the President and confirmed by the Senate, is thereafter under the domination of neither. We believe that the teacher must be free to teach the truth as he has found it and that the conscience of the properly trained teacher is the only guarantee against an anti-social use of the schools for propaganda. Because we recognize that in this respect the teacher has one of the most responsible of callings, we believe that the free exercise of the teacher's conscience is the means by which the due acceptance of this responsibility can be achieved. In cases in which the teacher's action merits criticism or control, such criticism and control should emanate from the profession. We believe that this freedom is as essential in the primary and secondary schools as in the colleges and universities.

We believe that in any association of public school teachers, the teachers in universities supported by taxation are in duty bound to take part, since such a university is an essential part of the public school system. We believe that the state supported system

of education is a whole in which the health of each part depends upon the health of all the others, and that in consequence the interests of the teachers are identical thruout the system. We believe that this identity of interests extends to the teachers in privately controlled universities not operated for gain, or devoted to the interest of a sect.

We recognize that for practical purposes there must be a division of function between the teaching staff and the staff of administration. We believe that the office of the administration is to maintain the highest possible degree of technical efficiency in the working of the educational plant, but we believe that the subject matter to be taught and the methods of instruction fall within the province of the teacher.

While we acknowledge that administrators are actuated by educational ideals, and while we fully recognize the need for loyal cooperation of teachers with executive officers, we nevertheless insist that the teaching staff should take all proper means to assert its right to a controlling voice in the determination of educational policy. We believe that such action on the part of teachers will in the long run uphold the hands of administrators with right educational ideals by strengthening the schools against outside influence that threaten to commercialize teaching, and to limit its freedom.

We believe that the services of teachers ought not to be regarded as a commodity to be bought at the lowest possible price. To follow such a policy can end only in the ruin of the profession, for it results in leaving the work of teaching to those who are too unambitious or too incompetent to enter callings with higher financial rewards. The low pay of teachers now prevailing we believe to be the most immediate menace of education.

We believe that the only dependable hope for reform lies in the organization of teachers on a national scale to deal with problems which are national in scope. We believe, moreover, in the affiliation of teachers other workers, and that such affiliation will serve the best interests of both parties and of the general public.

To the teachers affiliation will give more power to accomplish the purposes for which they organize, since the problem of improving the conditions under which teachers work is essentially similar to that of

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improving the working conditions of any other group of workers. We believe that affiliation with other workers will make for freedom of teaching. As there is more cause for apprehension that the schools will be used for propaganda against the workers than for them, affiliation will be a counter-weight in favor of a genuine and evident impartiality.

We believe that a permanent improvement in the condition of workers depends largely upon education, since it is only thru the public schools that the workers can gain the breadth of outlook and special knowledge required for solving their problems. The organized workers have an interest in public education and will inevitably adopt a policy toward it; already they have resolved to seek representation on the governing boards of the tax-supported schools and universities. We believe that the affiliation of teachers with other workers can do much to direct such a policy into proper channels.

We believe that the public at large has nothing to fear and much to gain from the cooperation of teachers with other workers, since such cooperation of all workers is a move in the direction of a more enlightened and more thorough democracy.

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THE HOMILIES OF FINEGAN

(Extracts from the Decision of Thos E Finegan, Superintendent of Public Instruction, of the State of Pennsylvania, in the case of the appeal of the Lancaster, Pa, teachers who were dropped from the service for belonging to the American Federation of Teachers.)

"The teacher-petitioners were not dismissed from service. They were permitted to teach the full period of time covered by their contracts. Their contracts terminated at the end of the school year. The board of school directors passed a resolution expressing its conviction that the action of such teachers in joining an association affiliated with the American Federation of Labor was not for the best interests of the schools and respectfully requesting that such teachers abandon the affiliation. The board thereafter declined to employ these teachers for another year. There is no legal obligation on the part of the board of school directors to contract for the ensuing school year with any of the teachers employed during the past school year, and the fact that such teachers are or are not members of an organization of any kind has no bearing upon the lawful action which a board may take in such matter." p. 3.

"Every effort possible was being made by the State, in cooperation with local authorities, to obtain increased compensation for all the teachers employed in the schools of the State. Notwithstanding these facts the teacher-petitioners herein formed an organization which was affiliated with the American Federation of Labor, for the sole purpose of using the influence of such labor organization to coerce the board of school directors into granting the salary increases which such teachers had demanded. This procedure was improper and unprofessional." pp. 5, 6.

"General education has been provided thru the maintenance of public schools, since such schools were first established in this country, upon the theory that greater security will be accorded *human rights and property rights* thru an educated citizenship. Teachers are, therefore, thru their work in giving instruction to the youth of the land, protecting and conserving these rights." "Teachers must be as free and independent in the discharge of their public obligations and responsibilities, and in their devotion and loyalty to the public interests which they serve as are firemen, policemen, or soldiers." p. 8.

"The authority conferred by law upon the State Superintendent of Public Instruction will be exercised without delay or hesitation to protect the rights of teachers whenever a superior authority attempts to destroy or limit such rights." p. 9.

"A teacher should understand when entering the profession that she becomes a public servant to render a public service. In the interest of the public good, if necessary, she must expect to make sacrifices and to endure hardship." p. 9.

"If the teachers involved in this controversy desire to be considered by the board of school directors of the Lancaster City School District in the awarding of contracts for the ensuing school year, such teachers should take such action as will remove their present disqualification. They should place themselves in a position to render that impartial service to the entire community which the office of teacher demands they shall render. This may be done by properly disbanding the local branch or union of the American Federation of Teachers established by the teacher-petitioners in the Lancaster City School District, or by individual members simply resigning from membership therein. It is, therefore, urgently recommended that the board of school directors shall renew contracts with those teachers involved in this controversy who pursue the course above outlined, and who have no other disqualification." pp. 9, 10.