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Democracy in Education

Education for Democracy

The American Teacher

THE ORGAN OF THE AMERICAN FEDERATION OF TEACHERS

Workers' Education

As the laborers acquire knowledge, the foundations of the social edifice will be dug up from the deep beds into which they were laid in times past, they will be curiously handled and closely examined, and they will not be restored unless they were originally laid in justice, and unless justice commands their preservation.

—*Thomas Hodgskin*

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"I am the Public School.

"I am of many-storied stone, soaring above busy city thoroughfares, or I am a mere cluster of weather-beaten boards in a wilderness that is trackless save for the path leading to my door.

"I am the guardian of the hopes of every generation, and I am true to my trust.

"In me all things are equal; in me are no distinctions among those who come to me except the paramount distinction between those who are proud to serve and those who seek only to be served.

"It is my duty not alone to teach but equally to learn; to keep perpetually a light upon my altars, kindling them forever afresh from the inextinguishable flame that burns in every young heart, the sacred fires of love of knowledge and love of freedom and love of country, for as I succeed, America succeeds.

"I am the Public School."

JOHN J. TIGERT,
Commissioner of Education

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Volume XI, No. 3

NOVEMBER, 1926

One Dollar a Year

What Does Workers' Education Mean for Education?

A. J. MUSTE

Dean of Faculty of Brookwood Labor College

That millions of adults in all civilized lands should be attending classes, lectures, forums regularly, should be devoting time and energy to getting or extending their education, is a significant phenomenon. Even more significant perhaps, though the numbers involved are much fewer, is the fact that in the United States this winter several tens of thousands, in countries like Great Britain and Germany a hundred thousand or more, working men and women will gather in classes at the close of a strenuous day's manual toil, digging into the mysteries of economics, psychology, philosophy, sociology, history and the like. What are some of the basic and important implications of this development in workers' education?

Workers' education, as the very name implies, impinges on two great fields of human effort, the field of labor and the field of education. In this brief essay, we shall confine ourselves to a consideration of what workers' education signifies in the field of education.

First of all, these men and women in workers' classes are the symbol and prophecy that the time is at hand when we shall realize the ideal of unlimited educational opportunity for all of the people all of the time. That was the ideal of those who were most earnestly concerned with the founding of the public school system in this country, though in practice their efforts were confined to attempting to provide free educational opportunity for all children. The ideal of unlimited educational opportunity for all of the people all of the time has never been realized, and for two main reasons. In the first place, education has always been, to a great extent, a class privilege. If you belonged to a certain social group, if you had, that is, the money and the power, then educational opportunity was open

for you, otherwise the doors were closed. But in the second place, the world has never been rich enough to be able to afford the luxury of opening up to all of the people all of the time just as much educational opportunity as they could take advantage of.

Now the time is at hand when, at least in a country like the United States, if we will but take fair advantage of the resources to hand, we can afford to provide practically unlimited educational opportunity, and hundreds and thousands of workers are serving notice that the masses will not longer be shut out from that opportunity which can be made available, and that we are, therefore, about to realize the ideal of free education for all of the people all of the time.

Secondly, the development of workers' education symbolizes the passing of the old notion that education is preparation for life. That has been the prevalent idea; a point arrives at which you are supposed to be prepared for life and then your education is at an end. This idea is bound up with another, namely, that life consists in making a living. That is, of course, what life has consisted of almost exclusively for the vast majority of people from the dawn of history until now. As long as life consisted of making a living, you were given as much education, and such a kind of education as would fit you for making a living at your particular vocation. When that had been achieved, your education was naturally at an end.

Accordingly, if you were a peasant you received no formal education at all. You did not need to know how to read and write in order to drive a plough and milk a cow. But an illiterate cannot be trusted to run a modern machine or even to keep himself out of harm's way in a modern factory. And so to serve the needs of industry,

a so-called common school education is placed at the disposal of most children in industrial countries. It will be noted that common school development is still exceedingly backward in the rural sections of the United States, not to mention less wealthy countries. A certain number of people are required for clerical and lesser supervisory positions, and enough young people to meet this demand get a chance to go to business or high school. A still smaller number find opportunity for technical and professional training open to them. Those who are to own and control go to college, not so much because of what they may learn there, but because in order to be qualified to make your living out of owning and controlling, you must have a certain stamp of culture on you. In every case, when you have gone through the process whereby you can make a living at your particular job, your education ends. You are educated, prepared for life.

Once enable man to get beyond the idea that life consists chiefly in making a living, education may cease to be preparation for life, for making your living at a particular job. Education may then become what it should be—a process by which on one hand a man absorbs the heritage of the past, what men before him have thought and felt, and on the other hand, constantly re-examines his own life, subjects it to exacting criticism, in order that all his capacities for action and appreciation may be enlarged. Such a process obviously is a continuous process. It does not come to an end Commencement Day. A man is never educated, but always being educated, for he who is already educated, is not yet educated. This conception of education, this ending of the old notion that education is a preparation for getting a living, save in a very minor degree, is symbolized by the Workers' Education Movement.

Incidentally, let anyone who has ever had anything to do with the schooling of children reflect for a moment and he will realize that nothing short of a revolution in our dealing with children will take place when once this conception of education as absorption of culture and self criticism of life, which is of the essence of workers' education, is also applied to the problems of our kindergarten, elementary and secondary schools.

In the third place, workers' education symbolizes the passing of still another age-old conception, namely, that manual labor and culture or

education do not go together. Since the industrial era came in, at any rate, that has been the dominant idea. If a man is cultured, educated, then it is not to be thought of that he should work with his hands: if he does, then why was the expense of educating him incurred? On the other hand, if a man works with his hands, it is taken for granted, that he cannot be educated or cultured. The workers themselves have for the most part accepted this ignominious idea. It has happened to our Brookwood graduates that when they have left Brookwood and gone back to work in shop or mine, their own families and fellow workers have not known what to make of it: to have gone to college and not to be at least a dentist or a shyster lawyer! To go back to the same old job: there must be something very wrong!

Workers' education suggests the coming of the time when there will be no arbitrary division between culture and work of any kind, when no work shall be menial, and when no culture shall be exclusive. In that day all men shall be proletarians in the sense of Nexø, the Scandinavian novelist, in that great and penetrating utterance of his: "A bourgeois is one whose material standard of living is higher than his spiritual, while a proletarian is one whose spiritual standard is higher than his material." When no one has any longer to subsist on an inadequate material standard, then all may appropriate the heritage of culture freely, and live in fellowship truly, and so maintain a spiritual, intellectual, cultural standard higher than their material standard of living.

It is apparent, we may note in conclusion, that only as these goals, implicit in the Workers' Education Movement, are realized, can the dilemma of democracy be solved. Democracy we have worshipped with our lips, but in our hearts we confess its failure. Yet the democratic ideal cannot really be abandoned; the people cannot resign the control of their own destiny in the long run. If, however, all men have unlimited access to educational opportunity, if a true conception of the educational process obtains, and if the artificial divorce between work and culture is obliterated, it will be cause for rejoicing, and not for apprehension that the people cannot resign the control of their own destiny. Democracy will be by way of being realized.

Teachers' Unions in Other Countries

DOROTHY P. GARY
University of Minnesota

Americans travel to Europe for varying reasons. I went over this past summer with the definite idea of learning as much of the European Labor Movement as possible in two short months, and with only two and a half languages at my disposal. As a teacher, I was especially interested in studying the material situation and unionization of teachers.

These articles presenting the facts as I gathered them, are merely sketches and not complete sociological studies. However, the facts are sufficient to make them of real value to our Federation members.

Have the British Teachers a Union?

As we Federationists understand the term, there is no full-fledged teachers' union in England. The *National Union of Teachers*, a powerful organization of 117,000 teachers (exactly two-thirds of the total teaching body), with a fifty-four year record of growth and achievement behind it, has all the essential characteristics of a union except one. It has conducted successful strikes, negotiated national agreements, protected and defended its dismissed members, and fought successfully for tenure and salary increases. It stands irrevocably on the principle of collective bargaining—yet, as a national organization it has never affiliated with the British Trade Union Movement. This is its main shortcoming and source of weakness.

The class lines are drawn very tightly in England, and the teachers are trying to hold on to the shreds of "respectability." They want to be known only as 'professionals' and not also as workers. Also, they are not yet ready wholly to identify themselves with the interests and aims of the organized workers' movement.

In spite of this, the relationship of the N. U. T. with the British Trade Union Movement is in general most friendly. Organized labor has supported the teachers in every struggle where aid was asked. There is no prohibition against any local unit of the N. U. T. affiliating with the local labor body, and some of the most active branches have done so. Many prominent members of the N. U. T. are active in the Labor Party (as other members are active in the Liberal and

Tory Parties). One executive board member is a Labor M. P.

A growing minority in the N. U. T. is agitating for affiliation locally, nationally and internationally with organized labor.

How British Teachers Won National Agreement

In 1913-14 the N. U. T. launched an intensive campaign to raise salaries, which were surprisingly low. This campaign resulted in 50% of the 320 scales then in existence being improved. The outbreak of the World War, and the plea for the teachers to be "patriotic" and accept their low salaries as part of winning the war, caused the N. U. T. to temporarily abandon the campaign. But by 1916-17 patriotism seemed not enough to the teachers, and they again opened their campaign to improve their poor standard of living. This campaign raged throughout England and Wales for the next four years. Especially after the Armistice, the struggles of local branches of the N. U. T. with local education authorities increased in number and determination. Strikes were widespread. In every instance where the teachers placed their cause before the union workers, they received undivided support. This support, of course, greatly hastened the capitulation of the L. E. A. (Local Education Authority) to the teachers' demands.

This is the story, as told me by the N. U. T. national woman organizer, Miss S. Griffiths, of a fight waged by the teachers in 1919, in Rhondda, South Wales.

"Rhondda is a union mining town, but we teachers were absolutely unorganized, and fearfully underpaid. Unlicensed certificated men teachers were earning as little as 30 shillings (\$7.50) a week. Many of these men had families to support. Elementary teachers were earning £70 a year (\$350), with the maximum at £110 a year. Cost of living was high at the time.

"Union miners were earning £5 a week, so we teachers decided to organize a union and increase our salaries. Our negotiations with the L. E. A. failed, so we came out on strike. Eleven hundred teachers, one hundred per cent out. We appealed to the local trade union council, and put our case

before the local union meetings, and they gave us great support. Our local affiliated to the trade union council. The N. U. T. sent down organizers and for the month we were out on strike they paid our salaries in full. We won the best scale in the country, and as news of this spread, teachers in Southampton, Gateshead, and various other places went on strike also. The authorities soon tired of this, so at the invitation of Mr. Fisher the Union combined with the L. E. A. in the formation of the "Burnham Committee," appointed 'to secure the orderly and progressive solution of the salary problem in Public Elementary Schools by agreement on a national basis'."

This Burnham Committee, composed of twenty-five members of the Union, published its first national scale in 1920. 80% of the L. E. A.s accepted the scale. At first the scale applied to only elementary teachers, but in the last few years, an annual national scale has likewise been formulated for Secondary and Technical schools.

Some indication of the progress made may be gathered from the average salary figures published by the British Board of Education (reproduced in "National Union of Teachers" Bulletin, for 1925, pg. 24).

Average Salaries of Elementary School Teachers, England and Wales

	1914	1923
Certificated Head Teachers—Men	£177	£410
Certificated Head Teachers—Women	126	327
Certificated Assistant Teachers—Men	129	310
Certificated Assistant Teachers—Women ...	96	254
Uncertificated Assistant Teachers—Men	68	182
Uncertificated Assistant Teachers—Women .	57	148

* £=\$4.86.

Of course, the increased cost of living during these years means that the actual increase in real wages is not as great as appears here. However, the increase is substantial.

This national scale has its shortcomings, and its dangers. I am sure that every Federationist has noted the discrepancies between the scales for men and women. The union claims to stand for equal pay, and as women teachers compose 80,000 of its 117,000 membership, this continued discrepancy is hard to understand.*

In 1922 the teachers through the L. E. A. Panel (Burnham Committee) offered a 5% reduction in salaries due under the standard scales for 1923-4.

*This differentiation between men and women in the salary scales has led to 9,000 women withdrawing and forming their independent union. There is also an independent union of men, with a membership of 5,000.

The L. E. A. Panel expressed its appreciation of the "public-spirited action of the teachers in thus making a substantial contribution to the final necessities of the nation and of the Local Authorities." (N. U. T. Bulletin, 1925, pg. 24.) This offer of a 5% abatement was renewed in 1923, for the year 1924-25. Great pressure had been brought to bear on the teachers, to again show their patriotism by aiding the British Government out of its financial difficulties. In 1924 a demand for a 15% reduction was successfully resisted, but the 5% reduction continued, and a system of "marking time" introduced.

The present scale, in force for 1925 and 1926, is given below.

Standard Scales of Salaries*

Public Elementary School Teachers

UNCERTIFICATED ASSISTANT TEACHERS

Scales	Maximum			
	Appointed		Appointed	
	Annual on or After		Before	
	Mini-	Incre-	1st April, 1914	1st April, 1914
	mum	ment†		
Men				
I & II†.....	£102	£7 10s	£156	£198
III	108	7 10	174	222
IV	117	7 10	192	246
Women				
I & II.....	£ 93	£6 0s	£144	£156
III	99	6 0	153	174
IV	108	6 0	162	198

†The first increment is payable after two years' service at the minimum.

‡Scale I refers to rural schools. Scale IV to London Schools, primarily. Scales II and III refer to intermediary districts, primarily county and county-borough districts.

CERTIFICATED ASSISTANT TEACHERS (TWO YEARS COLLEGE TRAINED)

Standard Scales	Annual		
	Minimum Increment† Maximum		
	Men		
I	£168 0s	£12 0s	£312 0s
II	168 0	12 0	330 0
III	180 0	12 0	366 0
IV	192 0	12 0	408 0
Women			
I	£150 0s	£ 9 0s	£246 0s
II	150 0	9 0	258 0
III	162 0	9 0	288 0
IV	180 0	9 0	324 0

†The first increment is payable after two years' service at the minimum.

CERTIFICATED HEAD TEACHERS

Grade I—Not over 100 in average attendance.

Grade II—Over 100 but not over 200.

Grade III—Over 200 but not over 350.

*July 30, 1926, issue of *School Master and Women Teachers Chronicle*. Inside cover.

Grade IV—Over 350 but not over 500.

Grade V—Over 500.

Promotion Increments per Grade of School—

Scales	Men	Women
I and II.....	£18	£13 10s
III and IV.....	24	18 0
Annual Increments.....	12	9 0
Maxima—		

Men					
Scales	Grade I	Grade II	Grade III	Grade IV	Grade V
I	£348	£378	£408	£438	£468
II	360	393	426	459	492
III	402	438	474	510	546
IV	450	489	528	567	606
Women					
I	£276	£300	£324	£348	£372
II	288	315	342	369	396
III	318	348	378	408	438
IV	360	390	423	456	486

Secondary Schools

The following are the figures of the Scales awarded by Lord Burnham (March, 1925).

ASSISTANT MASTERS AND MISTRESSES

Areas	Men		Women	
	Minimum	Maximum	Minimum	Maximum
Graduates				
London	£276	£528	£264	£420
Provinces	234	480	216	384
Non-Graduates				
London	£204	£432	£192	£342
Provinces	186	384	174	306

Annual Increments:—

Graduates: Men, £15; Women, £12.

Non-Graduates: Men, £12; Women, £9.

The first increment is payable after two years' service at the minimum.

HEAD TEACHERS

Minimum Commencing Salary:—

Head Masters	£600
Head Mistresses	500

There is a rumor going the rounds of the teachers that another attack on the standard scale is to be made, when the scale comes up for renewal, in the spring. If so, the teachers are prepared to fight. The government has been cutting its national budget for education, and many local educational authorities are already protesting the scale. In September a strike to enforce the scale in one county was narrowly averted by the L. E. A. giving in to the teachers' demands.

Organization of N. U. T.

The N. U. T. has 612 local associations, which are combined into 56 county associations. Its supreme authority is the Annual Conference, of about 2,000 representatives appointed by Local and County Associations. At this conference, the national executive board and standing committees

are elected, and legislation covering the work of the N. U. T.'s various departments enacted.

The work of the N. U. T. is divided into the following departments: Organization, Law (tenure), Education, Examinations, and Press and Publicity. In the Organization Department, there are five full-time organizers whose work is divided between organizing new locals, and aiding the local branches in various organizational problems. The Law Department deals with questions of tenure. It hires a full-time lawyer to handle the cases of dismissed teachers; also, cases of accident, and unemployment. On the average, this department handles two thousand cases each year. The teacher-member gets these services with no additional expense. (Dues range from ten to twelve dollars a year.)

The union also was primarily instrumental in the establishment of a government pen-system for teachers. In addition, it has established its own sustentation fund. Any member who loses his teaching license without just cause in the eyes of the union receives a life "sustentation" from the union. Unemployed teachers are aided and teachers on strike receive their full salary from the union.

The strength of the N. U. T. lies in its alert militant program on immediate issues of salary, tenure and working conditions. It has fought long and usually successfully to protect and improve the British teachers' standard of living.

The great weakness of the N. U. T. is its lack of fundamental objectives beyond its own group's needs. This idea of group self-sufficiency is gradually breaking down. One prominent member of the organization predicted that the economic pressure of the next few years would force the National Union of Teachers to join hands with the organized workers of Great Britain.

British Teachers and the General Strike

How did the majority of British teachers feel about the general strike? No one really knows. As the teachers were not among those groups of workers called out, they were not put to the test.

The N. U. T. declared itself "neutral" throughout. (Of course, actual neutrality is impossible in such a crisis.) However, a Relief Fund for Miners' Children was established by the union, and some thousands of dollars subscribed. This

(Continued on Page 21)

WHEN OUTSIDE HELP IS INSIDE HELP IN WORKERS' EDUCATION

SELMA M. BORCHARDT

Washington Local No. 8

How much and what kind of education should a worker have, and what good is this education going to do him and his community?

The Industrial Department of the Y. W. C. A. is answering this question in "our language." Reaching the girls in industry as it does through social clubs, athletic organizations, and similar interests, it directs the attention of the girls so gathered to their obligation, as working women, to the community. Educational classes, discussion groups, camp conferences are part of the machinery which it uses to further this project.

There are some of us who felt that the Y. W. C. A. because it is essentially a religious organization would perhaps quite rigidly adhere to certain creed formulae and would devote itself largely to a rather narrow technically theological study of religion. Valuable as such an approach may be, I for one am very happy to find that the Industrial Department of the Y. W. C. A. gives expression to its fundamental and essential religious approach by seeking actively and earnestly to secure to the working woman and for the working woman "that fuller life" that the worker can gain through her own intelligent approach to the industrial and social problems of the community—a practical expression, as it were, of the Y. W. C. A. ideals.

In a number of places there is the most cordial and direct co-operation between the Y. W. C. A. and organized workers' groups. One would expect this, as both groups are working for the social betterment of the community. Each group gains much from the experience of the other. This is in itself a very valuable form of workers' education. And then there are the educational classes—Y. W. C. A.'s Industrial Department's—and they *are* educational classes for they make the girls think and give them something to think about. There are classes in current history, in economics, in all the subjects in which a good worker as a good citizen interests herself. Here material is presented, discussed, and absorbed. The teaching is thorough; it's true. Take for example the symposium on the Child Labor Amendment prepared for Y. W. C. A. group discussions. It's a fine piece of work. It would

be difficult to find a better outline or a more thorough approach for discussion groups on the subject than this.

And then there are the industrial conferences usually held in the form of summer camps. These conferences are a high spot in a year's program of the Y. The girls themselves help to plan them, and it is the girls themselves who carry the responsibility for making them "register" back home.

And the conference is a happy experience. The girls are happy. They're outdoors. They are free; they play—play so well. They stop and think—about their work, their fellow workers, their home, themselves. Camps are not just a matter of routine; they are occasions for living. They are projects which are workable in whatever form they take. In different years and in different sections of the country, the theme and the actual conduct of the conference itself varies, as, of course, it would, as the ideas and experiences of the girls themselves necessarily vary. Though the expression of these ideas may vary and the form of the conference itself may change from time to time, yet a certain emphasis on social values, on the social responsibility of the worker, underlies almost all the conference programs.

The girls gather at the conference and a well-informed, highly-trained specialist in economics and sociology "lectures"; the lecturer may be a man or the lecturer may be a woman but the lecturer does present the woman's place in industry. To be sure, she gives the background which it is necessary for the worker to have to understand her present status. The industrial history of this country—of the world itself—is briefly yet graphically given. The why and wherefor of our present social order is touched upon. The worker begins to realize that she is a part of the intricate social order as at present constituted; that from any social order she has a right to expect an opportunity to earn a living, a certain amount of protection and a degree of safety in earning that living and an adequate and equitable return for her work. She begins to realize the interdependence of one group of workers upon another. And after the lecturer presents her material the conference resolves itself into a number of small discussion groups. The discussion leaders of these groups may be trade unionists, chosen because they are likely to have had more

intimate and hence more valuable experience in industrial work, or the discussion leader may be an expert on legislation of interest to women. She may be a woman who has approached the industrial problem through a woman's club or through the Y. W. Industrial Department, as such. But no matter who she is, or what she is, she is only the discussion leader and the discussion is really carried on by the girls in the groups. These discussion groups thrash over in terms of their own experience the material which as untrimmed data has been presented to them. And it is straight fact that the girls get; there is no propaganda at a Y. W. C. A. camp. At times the workers' discussion precedes the lecture. The girls discuss their own jobs. Each one realizes that her job presents certain problems to her and to her community. What is the reason for all this? The lecturer then organizes the material which the girls present, and also in a strictly scientific way (there is no personal interpolation)—there is given the why and wherefor of it. And the conference makes the workers grow.

At one of the conferences this summer, there was a worker from an unorganized factory. She was quite elated with her present lot. The factory owner had told them in her shop that trade unions were terrible things and that if any of their workers ever joined a union she would be dismissed, and furthermore if a union were formed throughout the plant he would simply close up his plant, and then they would all be out of work. "And you know this is true," said the naive little worker, "for he has lots of money and he could do it." And besides she saw no need for organization. Only kickers, she thought, would think of joining any organization. Why should her factory have a union? They got good money, some as much as \$18 a week, for a "legal" nine-hour day in a six-day week, and their conditions were ideal. The company had a highly developed welfare system and in days gone by (and perhaps the good times would return) they used to get two weeks leave with pay, and they used to have an insurance plan to which workers contributed four-fifths of the fund and the employer one-fifth. But after a while, at this conference, this same little girl heard that in other places where there was some form of employee representation,

that they did not take away the eight-hour day after a one-week's trial because it was said to be unprofitable, as had been done in her plant. And while other plants did not provide a free welfare system, the employees sometimes received wages high enough to enable them to supply their own amusements and medical care. Towards the end of the conference this same little girl began to muse, and she thought that maybe she had not read enough, that maybe the employer was not justified in making the girls go down the fire escape at night when the factory inspector came into the building to see if they were working over their nine hours; and maybe it was not right to arbitrarily take away the insurance fund, and maybe lots of things. And there were other workers who also through the Y. began to think and to think in terms of social responsibility.

The girls realized the value of employers' organizations. They realized how much more efficiently the employer conducts his business when he works in co-operation with other employers and other business men, and how in turn the worker is able to contribute much more to the good of the factory, to workers in general, and, of course, to her own self-improvement if she works in organized co-operation with other workers, as her employer works in organized co-operation with other employers.

It's a form of workers' education which is helping us ever so much. It's real education that makes unorganized workers begin to think in terms of social responsibility and begin to realize that their conditions affect the conditions of workers everywhere, and that the conditions of workers elsewhere affect theirs. And so they begin to think about what should determine a wage level or a minimum wage for a community, and wonder about the ideal standard of living, and they feel that perhaps there is something more in life than a mere going to work and coming home and going to bed. That bigger, better something in them is aroused, and they know that they, as human beings, are entitled to a spiritual life, a life of pleasure and happiness, "a fuller life." This is what the Industrial Department of the Y. W. C. A. is doing for the industrial worker.

The Education of the Worker Is the Hope of America

"The Workers' Education Bureau is the medium through which we are giving to the worker an understanding of industry and society and his relation to both. The worker is being taught, through a course of study formulated and arranged by the Workers' Education Bureau, the value of his economic strength and the importance of joining with his fellowmen in wisely directing the use of their intellectual and organized powers along constructive lines in the furtherance of the work of organized labor. Through this work of education much latent ability is being developed into active use and service. The net result is that the cause of the worker is being intelligently strengthened educationally and economically."—*William Green, President, American Federation of Labor.*

Labor and the Universities

About three per cent of the population in this country attend our institutions of higher learning. During the last year, 54 per cent of all these students were in 25 of the 184 leading institutions of learning. The total increase over the previous year was 7 per cent, although it is significant that the enrollment in many engineering and agricultural colleges has actually decreased. The distribution of the 17,000,000 industrial workers means a wide diffusion in location. It will require a wide extension of knowledge to meet their cultural needs. If workers cannot go to the university, universities must go to the workers, through their representatives—the instructors. — *Worker's Education News.*

"Adult education is the outgrowth of our present conception of education as paralleling human life. There is something of mental growth beyond the formal training which public schools offer or even the wider discipline of college and university. Our problem is to suggest flexible institutions and methods that will meet the intellectual needs of the masses of our people—a large percentage of whom are wage earners. I want to attest not only the appreciation of the American Federation of Labor, but my own personal as well as official endorsement of the movement inaugurated by the Workers' Education Bureau."—*Samuel Gompers, Late President, American Federation of Labor.*

"The labor movement, in the modern sense, is barely fifty years old. But think of the crises not made by labor leaders but by forces outside of the labor movement. Can we doubt that in the future—in the long sweep of centuries—labor will have to make decisions and take actions more fraught with human destiny than any thus far taken! Therein lies the significance of the labor education movement."—*Charles A. Beard, American Historian.*

Labor College Is Growing (Special to Labor)

Katonah, N. Y.—Railroad labor organizations are well represented this year at Brookwood, labor's resident college in Katonah, N. Y. Six of the 34 new students and two of the returning second year students are members of railroad labor unions.

Brookwood opened its sixth year with the largest enrollment in its history, and with a campaign well launched for a two million dollar building and guarantee fund, which will increase the capacity of the school from its present 45 students to 100 or more.

Many of the students attending Brookwood come on scholarships established by their unions. The Brotherhood of Railway Carmen through President Martin F. Ryan has been especially active in this respect, and this year is sending two men, providing them in addition, with an allowance of \$50 a month if they are single, \$100 if married, and train fare if they cannot secure it otherwise.

Hector Daoust, of Ottawa, Canada, employed on the Canadian National Railway, and R. M. Ware, of Wichita Falls, Texas, are the carmen's scholarship students. Ware is remembered as the man who presented Samuel Gompers at his last El Paso convention with a gavel made from a famous tree in Texas.

Since 25 carmen applied for these two scholarships, Brookwood offered, in addition two scholarships of its own, and these were awarded to J. B. English of Cumberland, Md., and Edgar E. Martin, Staten Island, N. Y.

The International Association of Machinists is represented this year by Philip Powers, of Chester, Pa. In its six years, seven machinists have been graduated from Brookwood, most of whom have held important positions in their local unions.

There is also one member of the Electrical Workers' Union at Brookwood this year, Jack Rubenstein, of Brooklyn, N. Y.

The second year railroad students are both railway clerks, Stanley Guest of Covington, Ky., and Charles V. Maute of Brooklyn, N. Y.

In all 18 industries, 15 states and 16 nationalities are represented at Brookwood this year, giving a cross section of the labor movement geographically, racially and industrially. Painters, garment workers, bakers, tailors, miners, hosiery knitters, plumbers and even taxi drivers are included, and there is a student from England and one from Canada.—*Labor.*

Director of Workers' Education, R. V. Holwell of Wyoming and Colorado, reports interest in workers' education as increasing over these states. He organized classes in Cheyenne and went from Cheyenne to Laramie, Hanna and Kemmerer for further organization of classes.

The Portland Labor College

The Portland Labor College, one of the oldest and most efficient schools for workers' education, was founded September, 1921, under the auspices of the Central Labor Council. The college is wholly financed by the trade unions of Portland through voluntary contributions in the form of monthly per capita levies and through registration fees of students.

The college stands for two distinct purposes: First and foremost, to train workers for growing responsibilities in industry and the state, which implies also that the college is intended to train the workers, not OUT of the labor movement, but FOR the labor movement; and, second, to serve as a gateway to the enjoyment of a larger life than the monotones of industry and the cramped opportunities of the average worker's life permit.

The courses include English, public speaking, home economics, America today, national social problems, crucial problems in American education, the world we live in, history of trade unions and the place of women in the labor movement. E. E. Schwarzauber, vice-president of the American Federation of Teachers, was a member of the first executive board, to which the launching of the college was entrusted, and has repeatedly served as chairman of the Board of Directors.

Workers' Education in Pennsylvania

It is impossible in one article to deal adequately with workers' education in Pennsylvania. Too much of it is already carried on within the state to permit of that. Nothing will be said here of Philadelphia with its extensive program and its full time labor educational director, Mr. E. J. Lever. Nor will District No. 2, United Mine Workers be dealt with, with its equally extensive program and its full-time labor educational director, Mr. Paul W. Fuller.

Here are a few notes about what is being done by the Pennsylvania Federation of Labor itself. Only three things are mentioned, no attempt being made to include all of the federation's activities. These three things are mentioned because of their importance and because they may form valuable suggestions for those state federations that have not yet taken similar action.

The first of the things to be mentioned is that, after giving careful consideration to the several candidates for the position, the Pennsylvania Federation of Labor has appointed a full-time educational director. The work of the federation's educational director will in no way conflict with that of the work being carried on in Philadelphia and in District No. 2. In the first place, workers' education everywhere is a self-directing affair, carried on by the labor organizations in each community in the way that they see fit. No state federation attempts to put restrictions upon it. The work of the state federation's educational director is always one of stimulation, encouragement and help. He does not "direct" in the sense of commanding. In the second place, Pennsylvania is a big state and the new educational director will have much more than he can do in parts outside of Philadelphia and of District No. 2,

although he probably will visit these from time to time, in order to give inspiration and to receive it. The man appointed educational director is Mr. John P. Troxell, a wage earner with experience in many parts of the country, a prominent student in the University of Wisconsin, an able promoter of the Workers' College at Madison, Wisconsin. Both Pennsylvania and Mr. Troxell are to be congratulated.

The second thing to be mentioned about Pennsylvania is that the federation displayed an educational exhibit at its convention May 11th to 14th. An education exhibit has been a feature of recent American Federation of Labor conventions but probably this is the first time that there has been such a project at a state convention.

The third thing to be mentioned is that the Pennsylvania Federation of Labor held this summer two labor Chautauquas. These have already been much used in District No. 2 under the auspices of the United Mine Workers and have proven of very great value, providing both recreation and instruction.

It pays to give attention to what is being done in the way of workers' education in Pennsylvania—and also in most of the other forty-seven states.

CODE OF ETHICS OF THE NATIONAL LEAGUE OF TEACHERS' ASSOCIATIONS

We believe that one who aspires to be a leader of youth should have first of all, character—that subtle and indefinable quality which is finer than the finest deeds, greater than the greatest facts, which includes, but transcends honor—a nice sense of what is right, just, and true, with a course of life corresponding thereto;

Vision—a supreme faith in the ultimate triumph of the ideal good;

Patience—which means the ability and the willingness to wait, and may also mean kindness to evil-doers, and bearing with the weakness of others;

Justice—recognizing in our fellowman another self—seeing both sides of every question;

Remembrance—that which helps another to help himself—not indulgence;

That energy and enthusiasm which can be satisfied only by seeing ambition realized;

Service—"The power to give the world more than I take."

And with these a broad education, both liberal and professional, as a preparation for one's life work, so that he will do it conscientiously and with pleasure because he can do it well.

"And it came to pass that after a while the artist was forgotten—but the work lived."

Some explanation for the tardy appearance of any acknowledgment of the long services of Mr. Stecker for the American Federation of Teachers is due to our members. Last August Mr. Stecker requested that no such notice be taken and it was only a short time ago that he was persuaded to withdraw his opposition and gave his consent to have an article appear.

The following article will be as heartily received by the members of our organization as it is published by the editor:

F. G. STECKER

(Report adopted by Chicago Federation of Men Teachers)

At this time when Brother F. G. Stecker has completed over a decade of service as secretary-treasurer of the American Federation of Teachers, and a change has been made in that position for the first time since the beginning of the organization, the Chicago Federation of Men Teachers desires to make a brief statement. Individuals are, of course, of much less importance than principles, but principles can secure expression only through individuals and groups, and in this case there is striking occasion for recognition of a personality devotedly loyal to the dominant principles of the organization.

First, to Brother Stecker more than any other individual, is due the organization of the American Federation of Teachers. He visualized it and worked towards it for years before its inception. He was one of the committee of three which drafted its constitution, and he conducted the correspondence which united a sufficient number of locals to secure a charter from the American Federation of Labor. From those arduous pioneer days to the still more arduous present, he has never lost his vision of a genuine national union of teachers. And through it all he has had the responsibility of the job that more than any other makes or breaks an organization, the always thankless job of keeping down expenditures, and raising revenue, of keeping after the dilatory and developing business-like methods in the locals, a job peculiarly thankless and exhausting during the last few years when the American Federation of Teachers could not escape the general decline in membership of the labor and all liberal movements. And during these same later years of unusual burden he has also, as the only full-time officer, borne executive and editorial responsibilities formerly shared with others. Anyone can secure some measure of his long continued financial sacrifice by merely comparing

his salary with the salary he would have received in school, but his sacrifice of nervous force, of vitality, of himself, only his intimates can fully appreciate.

The question of policies to be pursued by the organization has always been crucial, and often hotly contested. Stecker has always loyally stood by the purposes and principles upon which the American Federation of Teachers was established, and which it has steadily maintained through periods of prosperity and depression. To many conservative teachers, those purposes and principles seem radical, and to some so-called radicals they seem too conservative. The Chicago Federation of Men Teachers is no worshipper of tradition, or it would not be a labor union. But it does not believe that the principles which have governed the American Federation of Teachers for ten years, and with which Stecker has been so closely identified, are outworn. Nor does it believe that the membership of our national movement is weakening in its adhesion to those principles, or is inclined to judge them by the degree of success or failure they may attain in any given period.

The Chicago Federation of Men Teachers therefore looks forward to a continuance of basic policies, and does so with the more confidence because it has long respected the ability, character, and sane balance of Stecker's successor, Mrs. Florence Hanson.

OUR EXECUTIVE BOARD

Wilbur Joel Scott, vice-president of the American Federation of Teachers and president of the Atlanta Public School Teachers' Association, Local No. 89. Mr. Scott was educated in the public schools of Johnston, S. C., and was graduated from the University of South Carolina with the A. B. degree in 1915. He taught for two years in the public schools of South Carolina before he enlisted in the Eighty-first Division during the World War. As a second lieutenant he served for twenty-six months in this country and in France. In 1919 Mr. Scott joined the English Department of Technological High School of Atlanta and for the past six years has served as the head of his department.

For the past three years Mr. Scott has served as president of Local No. 89. Under his leadership much constructive work has been done and

a very ambitious program has been undertaken by the local. The membership has grown to include eighty-five per cent of the white teaching force of Atlanta, and a corresponding increase of interest in the work of the organization has been shown by the membership. In January the Board of Education adopted without a dissenting vote an up-to-date salary schedule which has been drawn up and adopted by Local No. 89. Much of the success of the campaign was due to the wisdom of the president in presenting and insisting on the adoption of the schedule in spite of the fact that the Board of Education was facing a huge deficit before the end of the year. With the assistance of organized labor, Local No. 89 has also played a prominent part in helping to save the progressive school program of the superintendent and the Board of Education which was being attacked by certain vested interests in the city. The increasing calls for assistance by other civic bodies on our organization shows recognition of the contribution of the local to the educational and civic life of the city. Much of this has been due to the wise discretion and inspiring leadership of our president.

Mr. Scott has served as a delegate to the Atlanta Federation of Trades for five years. His prestige in that body has been shown by his appointment on several important committees, and he is now serving as the chairman of the Publicity Committee. For the past two years Local No. 89 has participated in the annual Labor Day parade. Mr. Scott has also attended three conventions of the American Federation of Teachers as a delegate, and has served as chairman of several important committees. His election as vice-president of the American Federation of Teachers at the last convention came in recognition of his splendid services to the teaching profession. He has also been appointed chairman of the Committee of the Federation on Professional Improvement.

In the eyes of all, Mr. Scott has proved himself to be a scholar and a splendid leader, one who is trusted and respected by the whole teaching force, the administrative forces of the schools, and the citizenship of the city.

Seattle is the first Pacific Coast city to adopt the Sabbatical year. The Seattle Teachers' Association promoted the idea. Twenty teachers, 1% of all, are on leave this year for the first time.

Dear Mrs. Hanson:

Anent Mr. Judd's proposal of a six years' secondary school to follow a six years' elementary school, have you thought of applying the Antioch plan of alternate work and study? Instead of a six years' secondary school, let us make it eight and include in it so much of practical work that the pupils graduating will have not only a good foundation for their subsequent occupations but will also have made an intelligent choice of trade or profession—a choice guided by months of trial in a number of occupations.

We all know that our pupils in high school are surfeited by book work, that their nature demands more practical activity, that the problems of attention and discipline arise largely because we are working at cross purposes with the instinctive impulses of young human beings. Now, my proposal is that the contemplated secondary school be so organized that the pupils' time be divided between the scholastic work and some occupation connected with industry or professional life. This occupation should be of economic value to the community and should pay the pupil a fee depending on its market value. With the young high school pupils the work should be done on the premises, under the careful supervision of teachers. Of course a reorganization of the school plant would have to be made. Older pupils would go out into the factories, offices and fields and take their places in the regular activities of the community. Their work would be safeguarded and supervised by teacher inspectors and would be standardized and credited as any other school activity.

Pupils would alternate between school studies and the practical job, two or in some cases possibly four pupils co-operating to hold down a steady job. Was not this plan tried in Cincinnati some years ago? After working at one job one or two semesters or years the pupils would shift and try something else. In this way they would have an opportunity to try out several lines of work and make an intelligent choice of a life occupation.

To be earning some part of his expenses adds dignity to a child's life. The objections to child labor would be avoided, since the primary aim is education not profit, and the work would be directed by teachers, not profiteers.

As to the eight years instead of six, there is no need of haste in getting our young people out of school. If they are to some extent productive earners while in school they might well prolong their school days by several years and gradually taper off into full time industrialists or professionals. Perhaps so they would be more likely to retain in after life some literary, art, or scientific activity in their leisure time—much to their advantage. Professionals are not fit to assume the responsibilities of medicine, law, the ministry, or teaching until they are well along in the twenties. Our aim should be excellence not speed in preparation. There are workers enough in the world, too many out of jobs. Let us put more care in preparing and organizing the workers instead of rushing them into an overcrowded and economically chaotic world. RALPH E. BLOUNT.

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"This movement they call organized labor is the universal, vital problem of the world."

—Thomas Carlyle.

THE ALL-YEAR SCHOOL

Every so often the cry for the all-year-round school breaks out again on the basis of economy and efficiency. Business boards of education, in their endeavor to save money, have eagerly seized upon the all-year school as a panacea for all financial and educational ills and superintendents with no educational ideals and with the sole idea of standing with the board echo them.

Recently one of the assistant superintendents of Chicago has advanced a proposition advocating the adoption of a five term year in place of the two semesters and summer school. He believes that the change would reduce the number of "repeaters" 50% and would thereby keep in school those who are now discouraged by having to "do over" a weary semester. His plan has been submitted to the committee on curriculum revision, and will be given a place in the committee's report, which is promised in March.

Some members of the New York Board of Education are suggesting again the idea of the all-year school. They believe it can furnish a better education at a smaller cost.

But how about this economy and efficiency?

The all-year school in Nashville, Tenn., has failed in many ways and is being severely criticized both by teachers and by public.

After a thorough trial of the all-year school the Board of Education of Newark, New Jersey, voted to discontinue its experiment and to return to the ten-months school. Those who realized fully the tremendous strain of the modern factory type of school upon both pupils and teachers, could have predicted the failure of this money-saving scheme—so dear to the heart of the efficiency expert who puts the dollar above humanity and citizenship. Not only was the all-year school abandoned because of its unfortunate effects upon the well-being of the pupils but for what to them is far worse—it was "inefficient."

The Teachers' Union of the City of New York offered the Board of Education two plans whereby better education could be furnished at a lower cost. Did these disciples of efficiency rush to put these sound pedagogical plans into effect? On the contrary, this constructive proposal to substitute for the inefficient, regimented, factory type of school a cheerful little child community functioning freely and effectively on the basis of self-initiated projects of the school children, was rejected upon a mere technicality, which showed that there was no desire to meet the issue raised by the proposal. When a proposal for democratic administration was submitted it received scant consideration.

That the public in large cities will ever submit to an all-year school is unbelievable. On the other hand, it might lend an ear to the suggestion of the New York Teachers' Union that summer camps be established under the auspices of the Board for all children who are suffering from various physical defects. The ideas of the teachers should be compared with those of the administrators and the public decide which make for a better child, a better school, a better community, and a better world.

A dollar or a man!

Educators now generally recognize the need of eliminating from school geographies unfair and biased statements concerning foreign countries which do irreparable harm by prejudicing children against other nations. The Division of Education of the Pan American Union put into operation last year a plan looking to the gradual elimination of such erroneous statements as regards the countries of Latin America. It also actively promoted friendly relations through the exchange of correspondence between school children of the American continent.

"The sabbatical leave with adequate compensation, automatically operative in order of application."

Program of Action for 1926

Sabbatical Leave for the whole United States is coming and at no very distant date. Lack of solidarity is one of the most frequent criticisms of teachers but there seems an amazing unanimity for the Sabbatical Leave. Boards of Education favor it since it costs the taxpayers nothing. The teachers favor it because it gives them an opportunity for cultural and professional, also recreational improvement, such as they have never had before.

The values of the Sabbatical Leave include favorable opportunity for work for higher college degrees, for extended foreign travel with its attendant cultural growth, for physical benefit that will enhance the teacher's value to the school and to the community, for improvement to the school system through the training of teachers taking the places of those on leave, and offer an incentive to young men and women to enter the teaching field.

Cambridge, Mass., adopting the Sabbatical Leave in 1896, became the pioneer in this movement. Boston followed suit ten years later. The practice is on the increase. A total of 36 cities have now established some form of Sabbatical Leave, Cleveland being the last. Chicago is a conspicuous exception. In Chicago the proposed "rule" failed last year because it contained the following provision:

"Regulations governing the operation of this section in respect to applications for leave of absence, return to service, salary increment, length of service for the purpose of retirement, contributions to the Retirement Fund, reports of absentee to the Superintendent of Schools, assignment of substitutes, shall be determined upon the recommendation of the Superintendent of Schools, approved by the Board of Education." and the teachers, fearful of its interpretation and the possibility of favoritism, desired a more automatic basis of choice. They asked that the rule read instead:

"He (the Superintendent) shall have authority to grant leave of absence with pay to any teacher or principal for the purpose of travel or study for a period not exceeding one year. This leave may be granted at the completion of seven or

more years of continuous service in the public schools of the city of Chicago, and at the completion of any subsequent period of seven or more years of such service. The pay of any teacher or principal during such leave of absence shall equal his regular monthly salary less the cost of a substitute for the same period.

"The teacher or principal taking such leave of absence shall be entitled to return to the position which he left; and, after completing the year of service at the salary which he was receiving when he took his leave, shall automatically receive his salary increment. The teacher or principal taking such leave shall present to the Superintendent of Schools a brief statement in writing of the extent of travel or the courses of study pursued during the sabbatical year. It shall be one of the provisions of the sabbatical year that any teacher or principal taking such leave shall render at least two years of service upon his return to the school system."

Rules in other cities are much more detailed, Chicago evidently not being the only city in which it is felt that the application of the rule must be automatic and the interpretation must not be left open.

Col. Ellicott, president of the Chicago Board of Education at a meeting of the Chicago Federation of Men Teachers, declared himself entirely in accord with the position of the C. F. of M. T. for a sabbatical year with no restrictions at all except that the teacher on such leave of absence, must not engage in teaching.

California is seeking a legal decision as to whether or not a constitutional remedy is necessary. There is a national organization for the professional advancement of teachers through the Sabbatical Leave.

Dr. Joseph K. Hart, in speaking before the Liberal Club of Chicago, at the Woman's City Club on the evening of Nov. 3 on "Making up our minds for the Future" said in reply to a question as to what groups could be entrusted the work of liberalizing our minds, "*There is a group of teachers who are seeking to teach themselves and the public; there are some liberal labor leaders, and a few men in civic groups.*" Dr. Hart says the reference was to the American Federation of Teachers.

ATTACKS ON TENURE AND ACADEMIC FREEDOM

In several places in the country, further attacks are being made on tenure and on academic freedom. One case of great interest to the A. F. of T. involves our members in New York: Dr. Jessie Wallace Hughan, Miss Ruth Gillette Hardy and Dr. Abraham Lefkowitz.

The Board of Examiners has ranked these teachers among the three highest on respective eligible lists, but the Board of Superintendents has passed them by in making promotional assignments. This latter board has charged, but not proved, that the teachers in question hold reprehensible views on war, the respect due our law makers, and kindred subjects, but nobody charges that the teachers in question are not unusually able, successful teachers. The facts probably are that the opposition to the promotion of these three arises from the fact that they have fought political control of the schools and have strongly recommended the abolition of the politically chosen Board of Superintendents and have urged the substitution therefore of a Supervision Council, democratically chosen from district superintendents, principals and teachers.

The teachers attacked, with the support of their local and the Central Labor Body, have organized a Citizen's Committee of one hundred for Academic Freedom. This committee, with Prof. George A. Coe as chairman, contains, in addition to representatives from the teachers local and from various labor unions, such members as Dr. John Lovejoy Elliot, Dr. John Dewey, Prof. Robert Morss Lovett, Dr. Henry Neuman, Mr. Robert N. Bruère, Dr. Joseph K. Hart, Mr. Herbert Croly, Mrs. Florence Kelly, Professors Charles B. Barnes and Harry A. Overstreet, John Haynes Holmes and Christopher Morley.

A mass meeting has been called, which includes Mr. Oswald Garrison Villard among the speakers.

The public press supports the cause of academic freedom. The mayor, in an interview with representatives of the Central Labor Body, expressed himself as favorable to that cause also. All in all, the attackers seem to be getting the worst of it.

The A. F. of T. congratulates itself and the New York local on the vigor and acumen displayed in its taking the offensive against efforts

which would intimidate teachers and prevent their opposing activities which would injure the schools.

A case with entirely different concomitants is that of Dr. Suzzalo who has been discharged from his position as president of Washington State University by Gov. Hartley without any preferment of charges.

The case is a difficult one to judge, as there are various opinions as to Dr. Suzzalo's political affiliations. What interests the Federation, however, is that this seems to be a case in which an educational position is considered as a part of political spoils. The Federation stands squarely for the separation of schools and politics, and for a teachers tenure which holds until charges of misconduct or professional inefficiency have been proved.

R. W. Everett, chairman of Committee on Academic Freedom and Tenure is investigating and preparing our action.

Correspondence with the American Association of University Professors is in progress, in an effort to determine the merits of the case and an advisable course to pursue. Pres. W. L. Semple of the A. A. U. P. writes that the matter is being vigorously considered and that additional information from the Washington Chapter of the A. A. U. P. is being awaited before taking further action. This is the position also of the A. F. of T.

A third very interesting case is the recent attack of some members of the Arkansas American Legion on Commonwealth College at Mena, Arkansas. To quote from the college bulletin of Sept. 15, 1926, Commonwealth was organized in 1923 to provide education for workers on a self-supporting basis. Agriculture and other basic industries are carried on by both teachers and students. Commonwealth seeks to develop in young men and women the capacity to serve the labor movement. It is non-sectarian. It has great faith in the present and future contributions of science.

Mr. W. E. Zeuch, educational director, writes that a member of the Legion, declaring his charges based on a report of the U. S. Department of Justice, asserted that the college was guilty of teaching bolshevism, socialism, free love, and revolution. Mr. Zeuch asked the Department of

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Justice for a copy of report referred to, and received answer that no such report was in existence.

The Arkansas Federation of Labor, the Civil Liberties Union, and many Arkansas citizens have come to the support of the college. The Arkansas press has been, on the whole, fair and friendly to Commonwealth. Several papers have sent representatives to the college to study its aims and methods, and have given these publicity.

The attack is now said not to represent the sentiment of the Legion as a whole but to be due to political intrigues of individual members. Taken as a whole, the experience has probably aided Commonwealth by giving the public, generally, in Arkansas and neighboring states, some information of this labor college. It ought to be possible, however, to make the results of bringing false charges so uncomfortable to tricky politicians or others, that this sport of baiting labor organizations and institutions would have to be abandoned.

We hope to give our readers an early report on the activities of this very interesting educational experiment at Mena.

Perhaps the most flagrant of these attacks was the discharge of Dr. J. E. Kirkpatrick by the Board of Trustees of Olivet College as a result of the expression of his views of college administration, views recently made public in his book, *The American College and Its Rulers*.

After students and professors had left for the summer, the Board of Trustees of Olivet College informed him of their resolution that his services were no longer required "not because of any inefficiency on your part as a classroom teacher but because your views of college administration, which views you have always been free to express and advocate, are not in harmony with the views of the Board of Trustees and of substantial friends of Olivet not on the board who are giving financial support to Olivet College." The action was taken "in agreement with the understanding with Dr. Kirkpatrick made a year ago." Dr. Kirkpatrick denies the existence of the understanding. He charges the Trustees with acting secretly when they had given the faculty "every reason to believe that no dismissals would be made without giving the persons, who so desired, a hearing before the faculty." The Olivet College

Echo, a student publication, expressed "deep regret" at the dismissal, and sympathetic students and professors propose to challenge the Trustees' action.

Unlike most educational critics who focus on the present, Dr. Kirkpatrick is curious to find out, as many of us are, how we got that way. So he traces the mechanism of college government from the beginning when, with few exceptions, governing groups of clergymen dictated policy, treating professors as mere hirelings, to the present day when college presidents enforce the orders of the "man in the skyscraper." "Our traditional system of academic organization," he says, "has invited the shifting of the directing power from 'Main Street to Wall Street' and from Wall Street to the private office of a director of the House of Morgan. The shifting process is well nigh completed. The consequences we are now beginning to recognize." Dr. Kirkpatrick looks hopefully for the coming of democracy on the campus through student revolts and the advent of democratically-minded scholar-presidents like Glenn Frank of Wisconsin; also through the few experimental colleges such as Antioch, Brookwood and Commonwealth. To some degree these ventures embody Dr. Kirkpatrick's ideal educational system.

For further discussion of the book, see page 20 called *The Democratic Goal*.

The American Federation of Teachers wishes to impress upon its members the very great gravity of the situation when a professor may be calmly discharged because his views are not in harmony with those of substantial friends who give financial support to a college. No longer is it necessary for the Trustees to resort to any subterfuge as to professional inefficiency. No case could more fully substantiate Dr. Kirkpatrick's assertion as to the real ruler of American colleges than does Dr. Kirkpatrick's own.

In October a new workers' college was inaugurated in Charleston, W. Va., under the auspices of the Kanawha Valley Central Labor Union. The Workers' Education Bureau sent literature on how to organize, the city locals were canvassed, Sunday meetings were held to discuss vital topics, with an eye out for an instructor or two. Then came Clinton S. Golden of Brookwood College, to address a mass meeting, and just the man turned up for instructor. So work has begun in earnest with a course in history.

THE INTERNATIONAL MOVEMENT IN WORKERS' EDUCATION

Alice Henry

The movement for workers' education is one of the youngest of mankind's efforts after self-expression and self-development. In every country it, as yet, means a feeling of the way. So experiments abound. Sometimes classes are entirely supported, year after year, by one national trade union, as in the case of the German metal workers. Sometimes the state or the municipality or a great educational institution like a university helps. Sometimes, again, as in Britain, it divides into two branches; one primarily embodying the effort to acquire knowledge, like the Workers' Educational Association, and the other, the Labor College group, more concerned with instilling and expounding class conscious economics. But whatever form workers' education may take and no matter how systems are run, no one can dispute that it is a workers' movement, and that the workers are behind it, and more and more will push forward its activities. On the continent, the organization most energetic in both recruiting and supporting, are the trade unions and the labor parties.

There have even been already international schools and conferences, and these afford a bird's eye view of progress in many different countries. The last conference held in Oxford in 1924, and called together by the International Federation of Trade Unions, had a roll-call representing twenty-three countries. Besides handling the main business, which was to lay the foundation of a permanent international body, opportunity was taken of the time allowed—all too short—to discuss a few practical questions, which are apparently in every country vital matters. These were such as:

What can the evening class accomplish?

What are the limits of class work?

With the resident college, should it be planted out in the country or in the heart of an industrial city?

What should be the length of a residential course? (These run all the way from four months to two years. Six months was the generally approved time.)

How should students be recruited for either class or residential work?

What qualifications should be demanded from teachers?

It all had a very familiar sound, and made the American delegates feel quite at home, seeing that these are some of the very questions that are puzzling us here today. All who were present on that occasion looked forward eagerly to the results of the next international conference.

Frank H. Beasley, Jr.

Frank H. Beasley, Jr., of Witt, Illinois, is the holder for this year of the scholarship established at Brookwood Labor College by the Chicago locals of the American Federation of Teachers. Beasley is in his thirties and has a wife and family to support. They and he are gladly making the sacrifice involved in his leaving the mine for a year in order to gain some training that will make him a more efficient member and officer of his organization. He does not expect to derive any personal advantage or pecuniary benefit from taking the Brookwood course. As he himself stated it, "I believe workers' education should teach us to speak and write correctly, think progressively, so that we may be able, if called upon, to lead our brothers upon the right path and to act at the proper moment in order that the best interests of the labor movement may be advanced." Before coming to Brookwood, Beasley was an active attendant and supporter of the splendid educational work being carried in Sub-district Five of Illinois, under the direction of Tom Tippet.

Beasley has been for fifteen years a member of the United Mine Workers of America and for nearly as long, a member also of the American Federation of Musicians. He has held many of the offices in the gift of his local and his sub-district, and is at present auditor of Sub-district No. 5.

Commonwealth College

Commonwealth was organized in 1923 to provide education for workers on a self-supporting basis. It is located in the Ozarks, near Mena, Ark., where it operates agricultural and other basic industries by means of four hours' daily labor from its students and teachers. It seeks to develop in young men and women of the working class the capacity to serve the labor movement.

Commonwealth is a non-sectarian, non-propaganda institution. It sponsors no particular religious, political, or economic dogma. It holds that scientific experimentation carries the only hope of adjustment or solution of personal and social problems. Commonwealth is the only institution for higher education where both teachers and students earn their maintenance by part-time labor while engaged in academic work.

It is by working together instead of trampling one another under foot that the human race will become better.

EDUCATION AND THE A. F. OF L. CONVENTION

Labor's sustained interest in education was reflected in the range of educational subjects considered as well as in the time devoted to their discussion. The convention commended the permanent Committee on Education for its work in collecting the data upon which a model compulsory school attendance bill can be based. The relation between school attendance laws and their enforcement, and child labor was emphasized as the way to provide more adequate protection for children. Labor feels that every child ought to be assured the widest possible educational opportunities in the early formative years of his life. The convention considered the summary of the child labor situation submitted by the Executive Council and urged all state federations of labor and city central bodies to continue their efforts to secure ratification of the federal child labor amendment.

Organized labor was the major instrumentality in establishing the public school system, and it is also assuming its responsibility for contributing to the maintenance of an impartial synthesized point of view in the presentation of social subjects. Texts for the teaching of history, civics, sociology ought to interpret society as a composite structure, presenting all major institutions including the labor movement.

Evidence that labor conceives education to be a continuous process is found in consideration of workers' education enterprises, workers' colleges, summer schools and institutes. Union members were urged to develop plans for study identified with the work and interests of the union which may be reflected into union meetings both by merging of discussion and by individual capacity to render more responsible service. The organization of summer institutes was commended as an opportunity to continue study with recreation. The institutes of the past year, railroad, textile and power, were for the purpose of focusing attention on the problems of a single industry.

As texts for studying labor problems and policies, the convention commended the official magazine and pamphlets of the federation as well as the literature of the unions in which a specific study group may belong. For texts in other subjects the publications and recommendations of the Workers' Education Bureau were recommended.

The Workers' Education Bureau was again approved by the convention as the educational arm of the labor movement. Affiliation to the bureau was urged upon all national and international unions as well as subordinate units thereto. As convincing evidence of its approval, the convention recommended the adjustment of the per capita dues paid to the bureau, thereby to increase its revenues.

To provide the machinery through which educational work may be furthered, the convention recommended the creation in each state federation of labor, a department of education with a director of education for the state. The continuance of local committees on educa-

tion was endorsed and every central body was urged to provide such permanent committee.—*American Federationist*.

EDUCATIONAL COURSE OF UNION WILL TRAIN WORKERS TO THINK

New York.—In its latest bulletin, the Educational Department of the International Ladies' Garment Workers' Union explains its purpose and announces its policy for the coming year.

"The function of workers' education," it is stated, "is to assist in the all-important task of making our world a better place for all. The truth is clear that it is the mission of the workers themselves to abolish the inequalities and injustices which they suffer, and that they can accomplish this only through organization. But it is equally clear that economic strength is much more effective if directed by intelligent, well informed, clear-thinking men and women.

"The purpose of the educational activities of the I. L. G. W. U. is to provide the labor movement with such men and women. The courses arranged for the Educational Department are designed to give the members of the union those facts of the social sciences which may serve as a basis for sound conclusions, may help create true social and spiritual values and may train them for active and successful participation in the labor movement as leaders and workers.

"The members of our union who attend the lectures and courses learn a great deal about matters connected with their industry, their organization and the labor movement. They learn some of the psychologic laws, which govern the relations between human beings. They are inspired by literature which deals with life, hopes and sorrows of other men and women.

"Knowledge of conditions outside the union is essential to those who would be of the greatest usefulness to their union and the labor movement."

Fannia M. Cohen is executive secretary of the Educational Department.

The National Women's Trade Union League, co-operating with eight other national women's organizations, will participate in a conference on the Cause and Cure of War, to be held in Washington, D. C., Dec. 5 to 10. A similar conference, organized in January, 1925, resulted in a demand from the women of America for a second meeting to discuss war prevention measures. Five million women will be represented by delegates at the conference.

The very timely Foreign Debt problem and the situation in Mexico as it affects the United States will be discussed by nationally prominent speakers and at round table meetings. The United States' attitude toward China, Japan, Latin America and the Philippines will also occupy a portion of the program along with talks on disarmament, arbitration and national security.

Nine hundred delegates will represent the five million club women of America at this gathering.

THE DEMOCRATIC GOAL

"History and Social Intelligence," by H. E. Barnes. Alfred A. Knopf, 1926. Pp. xii+597. \$5.00.

"Only history," Mr Barnes argues, "through its ability to demonstrate the growth of knowledge and accumulation of experience, can adequately prove the futility of looking backward for guidance and show the necessity of concentrating our interest on the present in the hope of improving the future."

Because he is sure that we do not yet know certainly what democracy is or how it can be realized, he attempts, by a review of the past, to awaken intelligent interest in the history of democratic theory and practice. He also deals in a fresh, vigorous way with some leading contemporary problems which have arisen in the actual operation of democracy.

From first to last, his book is of absorbing interest. Often views advanced arouse hearty agreement; equally often new facts presented cause a tumultuous readjustment of ideas. Perhaps the book's best service to the average teacher will come after the first reading when it is used as a guide for independent study of recent historical literature. It is possible to question the finality of certain psychological theories which Mr. Barnes accepts, but at the same time to adopt cordially the main thesis of his text: "Unless we are able to supplant doctrinaire idealism by social engineering founded upon the best results of natural science, technology, and the social sciences, there is no prospect whatever that democracy or any other type of political institution will be able to cope successfully with the ever-increasing complexities of contemporary civilization."

"Today and Tomorrow," by Henry Ford in collaboration with Samuel Crowther. Doubleday Page & Co., Garden City, 1926, Pp. 481, \$3.50.

The Educational Review for September, 1926, enthusiastically recommends "Today and Tomorrow" as a tip-top book for the "schoolmaster." It is a fascinating study for anyone who is concerned about the progress of industrial democracy.

There is a strange contradiction in it. Sometimes Ford has a clear vision of what work means. "Always," he says, "I have found fun in a great many directions, the greatest fun of all being in a day's work. Thinking men know that intelligent work is salvation morally, physically, socially."

"... Work does more than get us our living; it gets us our life." "... What we (manufacturers) are doing is not making this or that; we are making life and the opportunity of life, and the conditions of life."

Yet he blandly describes the sort of "life" he is making for his men. "Our system of management consists of planning the methods of doing the work as well as the work. All that we ask of the men is that they do the work which is set before them." "... The key of our production is inspection. More than 3 per cent of our entire force are inspectors."

Mr. Ford seems not at all aware that, for his men, such unintelligent work may mean death morally, physically, socially. He does see that unthinking men are a boon to management. He gives them good wages so that they may accumulate enough money to buy an abundance of cheap, well-made goods. Also he wants them to have more leisure, because with leisure they will "have time to expand their sense of need and therefore will increase their consumption."

Quotations from Ruskin crowd to the mind, but Ford is too modern to heed the theories of a Victorian. He is even sure enough of his position to speak calmly of the labor movement. "We are not opposed to unions; we have no dealings with them because they have nothing to aid us in our management."

Perhaps, however, he can be stirred by the voice of a modern prophet who wrote recently: "Has he (the modern industrial employee) not a deep and unsatisfied need for functional freedom, a smouldering sense, which may be awakened, that he is being deprived of the essential experience of industry? On the hope that he has and that either the labor movement or some similar force will find and resolve it, seems to depend the possibility of a full individual and social life under mechanical civilization."

—**New Republic*, Oct. 20, 1926.

"The American College and Its Rulers," by J. E. Kirkpatrick, Ph. D., New Republic, Inc., New York, 1926, Pp. viii+309, \$1.00.

Mr. Kirkpatrick believes that there can be no adequate education for either the industrial worker or the educational worker apart from all the responsibilities that belong to his task. Therefore he writes a whole-hearted plea for "academic

democracy," which he defines as "that type of school in which first, the patrons and supporters, second, the teachers and officers of administration, and finally the pupils or students, are so related to each other that they share mutually in the conduct of all the major as well as the minor interests of the school."

Mr. Kirkpatrick, however, is no visionary advocating sudden change from a feudal organization to a utopia. The present weaknesses of American teachers and students are faced fairly enough in his discussion. He believes that the better time must come slowly and that the first step toward it must be a long and careful consideration of principles and ideals. Academic democracy will come when those who now possess authority and power are convinced that actual zest, keenness, and creativeness will not return to schools until increasing responsibility is put upon teachers and pupils. When that is done, and when, after some failures, a few successful experiments in academic democracy are in existence, the battle will be won.

As his contribution towards the development of a new attitude favorable to creativeness, Mr. Kirkpatrick writes a calm, objective description of the way education is functioning in such typical schools as Harvard, Clark, Amherst, and Brookwood.

He suggests a reorganization of the academic world which may keep the president's excessive weight from disturbing the balance. This academic head has become of more value in the public eye than the universal academic group. It is time for this vast man to fall. "The office of president fitted into the frontier and the age of exploitation but does not harmonize with the necessary responsibility and self-respect which are essential for the student and teacher today. We must prepare leaders wise enough to develop genuine political and industrial democracy in our land. "When schools are regarded as laboratories, when students and teachers are regarded as expert workers seeking to improve the human race, then and not until then we may look for a new and better social order."

"A good book is the precious life blood of a master spirit."—Milton.

TEACHERS' UNIONS IN OTHER COUNTRIES

(Continued from Page 7)

is perhaps one evidence of the way the wind blew.

There was one organization of teachers which very frankly allied itself with the workers. This was "The Teachers Labour League," a unit of the British Labor Party, with a membership of about one thousand. The league published a Manifesto, calling on the teachers to contribute their services as speakers, organizers, etc. Some of its active members lost their teaching licenses as a result, but the league reports a substantial gain in membership. (Incidentally, it numbers among its vice-presidents such internationally known men as Prof. Sidney Webb, Bertrand Russell, H. G. Wells, and R. H. Tawney.)

This Teachers Labour League is a very interesting organization. We have nothing comparable to it in this country. Most of its members are also members of the N. U. T. and they compose the backbone of the minority who are working for the affiliation of the National Union of Teachers to the British trade union movement.

UNIONS RESPOND TO EDUCATION FOR SERVICE

Go into the average trade union meeting of whatever character—local union, district council or central body, state federation or international union convention—and talk on the beauties of life, the grandeur of the world, appreciation of art and the glories and advantages of culture, and unless you are a clever orator, capable of arousing emotions in a considerable number of people, the response will be negligible.

But show the same audience that workers' education is not "education for education's sake," but, rather a tool or a process that can be utilized to provide the membership with a greater degree of understanding of the social, political and economic forces of the past and present and equip them with a knowledge and training that will serve to aid them in their day-to-day struggles for collective recognition and advancement, and at the same time give them a vision of a new and better world, pointing out the possible paths thereto, and a hopeful and encouraging response will be forthcoming. —Clinton S. Golden, from the *Proceedings of the Third Annual Conference of Teachers in Workers' Education at Brookwood*.

"Half of the 500,000 wage earners in American cotton mills are now employed in the South. The raw material is close at hand, labor is cheaper and THE ILL-ORGANIZED WORKERS ARE EASIER TO HANDLE."—Editorial, *N. Y. World*.

Three prizes of \$250, \$100 and \$50 are offered by the Harmon Foundation and the Survey Magazine for "the best unpublished manuscripts dealing with some adventure, invention or accomplishment in the field of public education." The winning story will be published in *The Survey* and in collaborating newspapers.

The contest is open to everyone, including professional and amateur educators, writers and students. The story may be about "the new education" in a public instead of an expensive private school; about workers' education classes at a state university; about a new state educational plan; about the rejuvenation of the little crossroads school house; about a fine piece of co-operation between a community and its schools.

So long as it deals with public education there is no limitation. It is hoped in particular that those who are actually engaged in educational enterprises will write out of their first-hand experience.

The judges will be Glenn Frank, president of the University of Wisconsin; John H. Finley, editor of the *New York Times*; Joseph K. Hart, former professor of education at the University of Washington and at Reed College; Henry R. Linville, president of the Teachers' Union of New York City; Lucy Sprague Mitchell, head of the Bureau of Educational Experiments; Nathaniel M. Salley, dean of the School of Education, Florida State College for Women; Mary E. Woolley, president of Mt. Holyoke College; Will C. Wood, state superintendent of public instruction, California; Beulah Amidon, education editor of *The Survey*.

Conditions

The manuscripts must be not less than 1,000 nor more than 2,500 words in length, typewritten, double spaced on one side of the paper.

Delivery must not be later than noon, December 31, 1926.

Address them to Jury, Harmon-Survey Award 3, care of *The Survey*, 112 East 19th Street, New York.

Identification must be by means of a pen-name signed to the manuscript, with an accompanying plain, sealed envelope having on the outside the pen-name and on the inside the pen-name and the real name and address of the author.

Manuscripts are sent at the owner's risk and none will be returned unless accompanied by sufficient postage.

\$1500 IN CASH PRIZES FOR HIGH SCHOOL STUDENTS

A new annual group of prizes for creative work done by secondary school students in the fields of literature, art and civics has been announced by the publishers of the *Scholastic*, a national magazine for the high school classroom. A total of \$1500 will be awarded to successful contestants.

Four groups of major awards will be made for creative writing: 1. poetry; 2. short story; 3. essays; 4. dramatization. Another group of awards will be made for the best drawings or paintings by secondary school

students; and a special group for the best plan (formulated and executed by students) for concrete participation in the civic affairs of a community by students.

Numerous other minor prizes will be given for work done in connection with the annual student-written number of the *Scholastic*. The contests will close on March 20, 1927, and the awards will be announced in the student-written number of the *Scholastic* to be issued in April.

Dr. William M. Davidson is chairman of the Committee on the *Scholastic* Awards, which is composed of twenty prominent educators.

Because the prizes are for strictly creative work on the part of students, NO SUBJECTS ARE ASSIGNED in any of the contests. The awards are being sponsored by the Pittsburg Plate Glass Company. A pamphlet containing complete information, including rules and regulations, may be had on application to the *Scholastic*, Wabash Building, Pittsburgh, Pa.

Grant Overton has issued some helps for *Scholastic* contestants. Summarized, they are:

1. Think of the contest as little as possible.
2. Be original, which is to say, be candidly and whole-heartedly yourself.
3. Do not enter a story unless you have a story you must tell. The same applies to poem, essay, or cover design.
4. Remember a short story involves something significant happening to somebody—significant to that body, rather than to us.

ANOTHER VICTORY FOR THE NEW YORK UNION AND AUXILIARY

The report of a committee of teachers of the N. Y. Teachers' Union on the conditions in the Julia Richman High School caused Mrs. Francis D. Pallak and other members of the auxiliary to visit many high schools and gather data as to size of classes and intricacies of program arrangement. Data and opinions pointed clearly to the economic extravagance and educational miscarriage of high schools of over three thousand. The claim of economical operating cost of the high school was not borne out by the facts.

After gathering and compiling the data, a special committee of prominent citizens was formed. It interviewed first the Board of Education and later the Board of Estimate, sending to the latter, at the mayor's request, a long and explicit estimate of its findings. Later the board decided to cut the size of the proposed DeWitt Clinton High School to 4,100 seats, a decrease of 1,365. Associate Superintendent Shallow gave the committee full credit for this change.

Now the committee intends, with expert help, to plan an ideal high school which shall meet the practical requirements of a large city.

The N. Y. Teachers' Union and Auxiliary are proud of the work of Mrs. Pallak and the special committee, and feel that the success of this initial project forecasts a remarkable future in the line of securing smaller schools in New York City.

Our Locals

The Federation of Women Teachers, St. Paul, Minn., Local No. 28, is continuing its work in advertising its organization. The second step is a blotter bearing the invitation to enjoy

"Our Group Insurance—Health and accident at half price.

"Our Hospital and Friendly Benefits—Added income protection.

"Our Credit Union—Deposit at good interest rates—borrow at reasonable rates.

"Our Club Rooms—Free use to members—use the Baby Grand.

"Swimming Clubs—Golf instruction—book clubs—special and club rates."

It is not stopping with two steps but plans a real hike.

The Chicago Federation of Women High School Teachers and the Chicago Federation of Men Teachers held a joint luncheon October 23rd, at the Morrison Hotel. Dr. Joseph K. Hart, educational director of the survey was the chief guest and speaker. He spoke on *The Community and the School*. Victor A. Olander, secretary of the Illinois State Federation of Labor, spoke with his usual eloquence and idealism of the needs of the public schools. Charles B. Stillman explained briefly the tax situation in Chicago and urged the teachers to support and finance the tax campaign and capital tax suits of the federation.

Miss Carlotta Pittman, president Memphis Local No. 52 and vice-president of the American Federation of Teachers is spending the year until February at Ancon, C. Z., Panama. She is editing the woman's page on the *Panama Star and Herald*, promoting the interests of the American Federation of Teachers, and having a general good time.

Granite City, Local No. 38 is due to receive congratulations. It had a membership gain of over 15% in October. The local is now working on a sick benefit plan.

WHAT IS AN INJUNCTION?

An injunction is a law that is found on no statute book.

A law that has never been voted on by any set of legislators. A law which has never been signed by any governor or president. A law which exists without the consent of the people. A law which came into being as the will of one man. An injunction is law made by a judge; and its penalties are fixed by the same judge; and the offenders are tried before the same judge; and the verdict is rendered by a jury of one man—the same judge; and the sentence is pronounced by the same judge.

That is an injunction.—*The Searchlight*.

THE ATLANTA SITUATION

In Atlanta, as in many other cities, the early months of the fall find the school treasury out of funds. Borrowing has been resorted to until the current years' taxes are available. This in time has produced so large a total deficit that this year, two remedies were suggested: closing schools for a time, or issuing scrip to the teachers for salary. This scrip was not acceptable to the local business men as one group of citizens who do not believe in a thorough system of public education, plan resort to the courts to gain their ends and prevent adequate school expenditure.

The superintendent declares that an antiquated form of government gives the schools too low a tax rate. In this view the president of the Board of Education concurs, declaring that Atlanta cannot operate good schools on 26% of city's revenue, that the cost per pupil in Atlanta averages \$51.74; in 25 other cities it comes to \$88.66. Atlanta is growing fast and the number of school children increases faster than does the revenue.

Miss Barker, president of the A. F. of T., writes that the crisis had to come sometime and that it may be so solved as to be for the benefit of the schools. The situation she reports to be a complicated one involving many interests and points of view. The teachers will have a hard fight to maintain the present school standards, she concludes.

Later information advises us that a group of public spirited citizens have endorsed notes, as security for a loan of \$500,000 to keep the schools open. Warrants were sent by special delivery to the 1200 teachers in payment of the over-due September salaries.

Certainly this group of citizens deserves much credit and praise for their aid in the time of a financial crisis. Such aid, naturally cannot be anything but temporary and Atlanta will have to face the situation now common throughout the country. Everywhere a larger and larger percentage of pupils graduate from grammar schools and enter high school. To train these young people for effectiveness as citizens and workers in the present complex business and social organization requires an enriched curriculum and a high type of teacher. These necessitate the expenditure of a great deal of money. Not only that. As time goes on and the public lays more responsibilities on the schools, public education will cost even more. In many places, there are antiquated tax systems which allow vast amounts of intangible property to escape taxation altogether. There are also faulty or corrupt practices in the collection of what is taxed. The Federation believes that there is no more vital subject before the American people of today than the question of an intelligent, modern, just system of taxation, and, in connection with it, an evaluation of the contribution of the public schools to the country and a comparison of their cost with the cost of amusements, tobacco, cosmetics and the like.

American Federation of Teachers

327 S. La Salle Street

CHICAGO, ILL.

Affiliated with the American Federation of Labor

Organized April 15, 1916

The *American Federation of Teachers* desires to establish an intimate contact and an effective cooperation between the teachers and the other workers of the community.

The *American Federation of Teachers* desires to co-operate with all civic organizations for improved civic life.

Groups of seven or more public school teachers are invited to affiliate with this National Organization of Classroom Teachers, for mutual assistance, improved professional standards and the democratization of the schools.

Our Slogan Is:

Democracy in Education: Education for Democracy

"The American Teacher" is published monthly by the *American Federation of Teachers*. Membership dues carry subscription to the magazine. To all others the subscription price is \$1.00 per year, 15 cents per copy.

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