

Democracy in Education

Education for Democracy

The American Teacher

THE ORGAN OF THE AMERICAN FEDERATION OF TEACHERS

The Passionate Chorister



HE white-robed choir-boys winding down the nave,
Sing a lip-service only, hollow sound,
Save one fair lad whose fervid face is crowned

By a high solemn passion; wave on wave
Leaps from a heart sincere that burns to save
To God the sacred hymn, and so profound
The one true voice that we are rapture bound,
As though an angel chorus held the stave.

Thus it is ever in life's careless choir—
One hero tongue can save to truth the song,
One soul that burns with everlasting fire
Reveal in life's dim nave an angel throng.
When he appears our hope again grows strong;
Gazing on him we struggle and aspire.

—William Goddard

Published by
AMERICAN FEDERATION
of TEACHERS



327 So. La Salle St., Chicago

Single Copy 15c—Yearly Subscription \$1.00

TEACHERS MUST TRANSMIT IDEALS AND TRADITIONS OF REPUBLIC

NO NATION in the world's history has so devoutly believed in, and so deeply pledged itself to, free universal education. In this great experiment America marches in advance of all other nations. To maintain the moral and spiritual fiber of our people, to sustain the skill required to use the tools which great discoveries in science have given us, to hold our national ideals, we must not fail in the support and constant improvement of our school system. Both as the cause and the effect the maintenance of our complex civilization now depends upon it. * * *

To you, school men and school women, is entrusted the major part in handing on the traditions of our Republic and its ideals. Our greatest national ideal is democracy. It is your function to keep democracy possible by training its children to its ways and its meanings. We have seen many attempts in late years to set up the forces of democratic government, but many of them are but the forms, for without a literate citizenry taught and enabled to form sound public opinion there is no real democracy. The spirit of democracy can survive only through universal education.

—Herbert Hoover.

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The American Teacher

Entered as second class matter October 20, 1926, at the post office at Chicago, Illinois, under the Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in section 1103, Act of February 28, 1925, authorized November 3, 1926.

Volume XI, No. 4

DECEMBER, 1926

One Dollar a Year

A Way Out of the Equal Salary Dilemma

Paul H. Douglas
University of Chicago

One of the obstacles to a unified movement of teachers is the question of salaries. The male teachers generally demand a higher wage than the women on the ground that they have dependents to support whereas the women do not. The women, on the other hand, demand equal salaries, supporting their claim with a number of contentions of which the following are the most important: (1) They give service equal to that of the men and hence should be remunerated equally. This may be called the productivity argument. (2) Many of the women teachers, as well as the men, have dependents, generally parents, who need protection as much as those of the men. This may be termed the equality of need argument. (3) It is said that the hypocrisy of the argument that men need higher wages than women because of their dependents is evidenced by the fact that no such distinction is made between men who have such dependents and those who have none. Single men receive the same salaries as those with several dependent children. Many women, with aged parents or ailing sisters to support, work alongside bachelors without dependents, who are no more competent than they, and who are yet paid appreciably more. These women can scarcely be expected to accept implicitly the excuse that a man should be paid more because of the fact that he has more dependents.

Because of these arguments and for other reasons as well the movement for an equal salary scale as between the sexes has steadily gained ground. But this salary scale has generally been fixed upon what it would cost a single woman, with at the most, one dependent (and frequently less even than that) to live upon a standard of middle-class comfort. This is sufficient to maintain most women teachers. But it is not enough for a married man with children. Relatively few

men of the middle-class can therefore afford to teach in either the secondary or elementary schools. As a result the proportion of men in the public school system has quite steadily declined. Forty years ago approximately 40 per cent of the teachers were males as compared with only 14 per cent today. The use of the women's wage as the standard has been at least one of the factors which has driven most of the men from the public schools. This in turn is one of the reasons why men in college ranks jealously try to bar the door to women there to as great a degree as they can.

In the attempt to hold on to some male teachers, and to provide for their dependents, various devices are used to build up their salaries. The principal and heads of departments in high schools are generally men. This is in part due to their supposed greater disciplinary powers but it is largely a method of providing for the wives and children of the teachers who could not be maintained upon the ordinary teacher's salary. Heads of departments are frequently chosen therefore because of the number of children dependent upon them rather than because of their competence. Men with families are also generally compelled to take on heavy burdens of night-school teaching which frequently interferes with the quality of the work which they do.

Such are the difficulties which the present salary system has brought about. There is an imperative need for a method of payment which will recognize both the principle of equal pay for equal work and the principle that those with dependents should receive more. The method which promises most in these directions is that of family allowances. This is used throughout the French school system and for nearly three million workmen in private employ in that country as

well. Under this plan single men and women who perform the same work are paid the same salary but those with dependents, whether they be men or women, are paid additional sums for each dependent. In this way, women are not placed at a disadvantage with men but the children and aged dependents are cared for. In the school-room, men and women are on an equality. If women are abler than men, they can be promoted over the men. But the dependents of the men do not suffer for necessities because they are granted allowances to maintain or to help maintain them. It should be remembered, moreover, that the dependents of women can, and should, be cared for under such a system as well as the dependents of men.

Only some such plan as this can solve the dilemma into which our American school system has been plunged. The method suggested is applied in the government services of no less than eighteen countries and for several million wage-earners in Germany, Belgium, Holland, Austria, Poland, and Czecho-Slovakia. It was recommended by the British Coal Commission for the mining industry of that country. It has been widely discussed in Australia and an act providing state grants has recently been passed in New Zealand.

But it will be objected that such a plan would cause thrifty school-boards to discriminate against men with large families and give the preference to the unmarried. This danger is less in public than in private employ but it can be lessened by having the allowances for dependents paid from a county or state fund. It would not increase the burden of any locality therefore by any save the most infinitesimal amount to hire men with dependents and there would consequently be no temptation to discriminate against them.

I should like to suggest, if I may, that the American Federation of Teachers investigate this and other proposals with a view to determining what the proper policy should be. There is an opportunity to put the whole vexed question of salaries upon a sounder footing and I hope that the Federation of Teachers may be a leader in the movement.¹

1. For those who wish to study the subject at greater length the following references may be helpful: Rathbone, *The Disinherited Family* (Longmans Green

& Co.); Douglas, *Wages and the Family* (University of Chicago Press); United States Bureau of Labor Statistics, Bulletin 401; *Family Allowances in Foreign Countries*; International Labour Office, *Family Allowances*; Douglas, *The Family Allowance System as a Protector of Children*, Annals American Academy, September, 1925, pp. 16-24.

SCHOOL ATTENDANCE

The census of 1920 shows a million and a half children between the ages of seven and fourteen are at work, or nearly one out of every ten were not attending school. Of all children between fourteen and fifteen one in every five was recorded as not attending school. These figures present a serious problem. Education is a reliable index to capacity which is important with respect to national progress. For dealing with problems which our citizens decide and for coping with industrial problems and situations, the education and training to be gained in our public schools is of real service to each boy and girl. We owe to these children as individuals and to our nation to see that all have equal opportunity. The main approaches to securing better school attendance are: By raising the standards provided through compulsory school laws and better enforcement procedure; by better factory inspection; and by the co-operation of the home.

School attendance and restriction of employment for children are the positive and negative sides to a fundamental conservation policy. Child labor laws and factory inspection can keep children out of industry and other undesirable employment and school attendance officials should keep them in school until they reach a definite degree of maturity.

Neither factory inspectors nor school attendance officials would have many difficulties if the home did its full duty by children. The home is the basic unit in our social organization. Reciprocal benefits from compulsory education will make the home more competent to fulfill its responsibilities and thus relieve both factory and school officials.

The first step in reducing the startling proportions of children not attending school is the improvement of legislation and adequacy of enforcement. Labor should lead in this movement in which it is so fundamentally concerned.

—American Federationist.

Schooling Your Child

By A. M. Jennings

The writer is of the firm opinion that most of the industrial ills of the working class are due wholly to their neglect in not seeing to it that their children are taught economic truths in our schools. The trades unionists especially, are suffering and will continue to bear the brunt of this ignorance, until such time as they realize that they have a voice in choosing the course of study used.

Trades unions and other radical bodies have spent many hundreds of thousands of dollars in the past, trying to put across their fundamentals to their unenlightened fellowman. Quite true it is, that wonderful progress has been made, but how much greater would that progress have been, had their efforts been expended in the most fertile field of all, the child mind in the making.

From a trade unionist point of view, there is something radically wrong with a school system which turns out countless thousands of graduates, sons and daughters of organized workers, who start out in life, ignoring the very organization which made it possible for their parents to give them the slight education they did receive. Deplorable as this fact is, there is no use trying to deny that that is exactly what is happening every graduation year.

Just so long as our school system is permitted to remain in control of our employers, as it is today, just that long may we expect our children to absorb knowledge while there, to the benefit of that employer rather than to ourselves.

Not for a moment would we permit the schools to teach our children a religion contrary to our own. Neither would we permit them to be taught to discard their mother tongue. Yet we permit them daily to be taught a mass of false economics that is far more detrimental to both them and us, than any strange religion or language could possibly be.

It might be well at this time to offer a brief synopsis of what the real purpose of the school should be. Schools should be conducted for the sole purpose of teaching the child how to learn for itself after it has left the institution and gone out into the world. Schools which send their graduates forth thinking they have learned all that is to be learned worth while, have done their charges irreparable injury. Long observation has

shown that that is exactly the viewpoint the average child has when it has finished its course. Instead of realizing that it has just reached the place where it may glean real knowledge, it goes strutting forth turning up its nose in disdain at any who may even suggest that there is still something worth while for it to learn.

What is education anyway? And what also is knowledge? Are they one and the same, or do they have separate standings? Education is the systematic training of the moral and intellectual faculties. Knowledge is the clear perception of truth or fact. There is a vast difference in the two terms although both are often spoken of synonymously. One may have been systematically trained for years and yet have little if any real knowledge.

The school, to perform its true function, should be the great inspection room of society. It should be the social laboratory of mankind. When it fails to function in this manner, it is a detriment rather than an aid to advancement. It is hardly worth while to teach a child to read, write and figure, merely for the purpose of being able to say it can do these things. Why stock the mind with a mass of geographical or topographical data, if that data is to lie dormant as a stock of musty goods in a store which has no trade? Why write in the pages of that mind, long records of the deeds of men and women long dead, if the only purpose is to remember that such deeds were done? Why spend many years teaching the tongue the art of language if the tongue is to remain dumb thereafter? The average school product today is similar to the product of the phonograph factory. The child plays the record that has been inscribed on its brain and no other.

Why have schools anyway? They are an absolute necessity to the advancement of human society, but to produce the best results, they must be founded on economic truths. Society cannot live except by work. That being a fact, it behooves us to evolve the best possible method of doing that work. The next question arising is, who shall do it? Our children are being, and have been taught for many, many years that one who works is rather unfortunate or rather not quite the equal mentally or socially of the one who rises above it. One of the first ideals im-

pressed upon the young pupil is that its greatest success in life should be to rise above work. The child should be taught that unless it performs its full share of the useful work of society it is a slacker. It should be taught that useful production is the noblest thing in life. The writer does not mean by this that we should make slaves of our selves and drudge continuously by any means. What he means is, merely that there never will be a time in social life when man will be able to live without work, and that in as much as work is necessary to preserve the social structure, everyone should perform his share of it. In other words we should work to live rather than live to work. It is highly laudable to make work as easy as possible, and he who invents labor-saving machinery deserves the highest niche in the records of great things done.

Work being an absolute necessity for preservation, the next question arising is, what shall the remuneration be for those who perform it? Because those who have performed it all these centuries, could never agree with those who have gathered the greater portion of the product unto themselves, we have had many bloody revolutions, and will no doubt have many more before the question is finally settled. It is because of this difference of opinion that the modern trade unions have sprung up into the great forces they have. It is not Socialism to say, that if all work, there is no sound reason why some should take unto themselves a part of the production of others. Once society gets the significance of social production grounded in its collective brain, parasitical ambitions will of a necessity disappear from the social mind. Better by far that the child had never entered the portals of the public institution of learning, than that it come forth from the school, imbued with the idea that its greatest success in life can only come from climbing upon the back of someone to ride through life without producing anything useful to society.

Let us start with the child in the beginning. As soon as it has mastered the multiplication tables, its first problems deal with profits, loss, interest and so forth. Practically every problem is stated from the point of view of the employer who is scheming some way to mulch the worker out of a little more of his share of production. Why not teach the child to strive to figure out some way to produce more commodities with less

labor? Why not teach it to figure how many hours of labor have been saved in the invention and operation of some great piece of machinery, and how many additional hours of pleasure and luxury might be enjoyed by those who formerly did the work in the old slow way, but who are now doing it the quick easy way with the new machine? Why not teach the child to figure how many hours of labor are lost in industry due to inefficient management? Why not teach it to figure how many hours of labor are lost due to preventable accidents and occupational disease in industry? In problems of profit and loss, why not let the question be, "How much did the laboring man lose," rather than, "How much did the employer gain?" Let every problem be stated in the terms of the producer rather than the taker.

If war is wasteful and inhumane, why teach the child of its nobility, and have it laud and worship those responsible for it? No less a personage than Carter Glass, a cabinet officer under President Wilson, has said that "War and waste are synonymous. It is impossible to have war without waste." Every economist knows too well how true this is, and yet a great percentage of the history that our child studies in school, is nothing more or less than a setting up as shining examples, of men who were successful warriors. Many a child gets the idea that the surest way to gain the respect of his fellowman is to become a great warrior. Let the schools begin to teach the awfulness and the uselessness of war, and it will be only a short time until war will have become a thing of the past. Let them teach the truth, that old men declare the wars, and that young men fight them. Let them teach that for every soldier killed or maimed, at least two persons are added to the great army of beggars, widows and orphans that follow in the wake of every war. Let them teach that those who profit by war never do go to the trenches. Let them teach that no war has ever settled the question which caused it, or that was supposed to have caused it. Let them teach that more money is spent for the promotion of war, the preparation for future war, and the rehabilitation of destroyed society from past wars, than for all the other functions of government combined. Let them teach the cold brutality of war with the mask of sanctity torn from its horrible features. When these

things are taught, then and then only, will war be eliminated.

If Hero worship shall remain a necessity (which the writer doubts) let them choose as heroes, those men of the past who have performed useful, rather than destructive service for society, those radicals, if you please, who have had the courage to defy the sneers and slanders of even their own class, for having the courage to stand firm for ideals which are today accepted as commonplace, but which when first brought forth were heretical. Hundreds, yes thousands of pioneer trade unionists languished long years in jails and still refused to give up their ideals. How many of these real patriots do our school histories cite? Oh that some historian might come forth who will write a history of the martyrs of the labor movement. How much more inspiring such a book would be than the histories of Napoleon, Caesar, Alexander and so forth!

In the field of civil government, our schools stand on the same false premise that they do in other departments. Instead of teaching that government should be from the bottom up, it is taught that government is from the top down. The fundamental truth, "That governments derive their powers from the consent of those governed," is passed over without a second thought. Many and many an hour is consumed in learning how this or that great statesman put over, or strove to put over some great pet scheme of his, of which the masses had no understanding. The child is taught that if it would be a statesman, its best chance lies in developing magnetic leading powers, rather than in becoming a teacher. It makes no difference whether the governed have an understanding of the issue, just so they consent to it. How many historians have gone forth among the masses and gathered data from them as to their views on great questions? Few, if any. They have been content merely to quote the individual views of an occasional so-called statesman. Just so long as great issues are determined solely by the viewpoints of individuals, just so long will there be uncertainty in law respect. Let the schools teach, that the first duty of every citizen to his government is active participation as a mere citizen, rather than ambition for office holding. Let them teach, that the common mass is at all times the determining power, and that it is not necessary for them to

continue detrimental laws in effect indefinitely. Let them teach that no law is above the will of the people and that even though a law of yesterday may have been highly beneficial, today it may be just as highly detrimental. Let them teach, over and over, the principles laid down by the great democrat Thomas Jefferson, "That the people have a right to change their government any time they desire." Above all let them teach that the greatest bane that can befall any government is to try to continue under ancestral laws that have become obsolete. Old and inapplicable laws which we have grown to worship fanatically and almost religiously, are causing us untold misery. Let them teach every child how actually to make laws as needed, rather than depend on those already made. Let them also teach every child how to repeal unpopular laws. Let them teach the child how to write laws that it will not take lawyers to interpret. Let them burn deep into the mind of every child that when man surrenders liberty, he shackles himself in the chains of slavery. Let them teach with all their might that liberty is a real, live, and vital thing to be desired above all, and that without it, life is not worth living. Let them teach that man, in order to enjoy liberty must also grant liberty. Teach them these things and the future of society is secure. Fail to teach them, and destruction will sooner or later come upon us.

The greatest organization in the world has truly said, "Give me the child until it is seven years old and you may have it the rest of its life." It will be well indeed for the organized labor movement of this country to pattern after this great body. If trade unionism is worth maintaining, surely it is worth teaching to our children. Let us see to it that our children have this training while their little brains are in the susceptible period. Let us, as trade unionists, rise up in all our might and demand that our children be taught knowledge instead of the folderol they are being taught today. They are our children and we have the right to say what they shall or shall not be taught. It is a sorry state that we have arrived at, when it is necessary for our children to unlearn most of what they have learned in the public schools today, before they can really say they have acquired knowledge, and before they can be of any real value to the cause of trade unionism.

MAN'S INHUMANITY TO CHILDREN

Lydia G. Wentworth

The problem of child labor is always with us. It is not held unceasingly before the public as it should be, for its claims to immediate and continued attention are increasingly urgent.

It is to the credit of labor that its organizations have taken a decided strong stand against the abomination of child labor and are upholding the enactment of a Federal amendment to abolish it. For it is axiomatic that upon this issue the welfare of the race depends. There is no possible way of estimating how great a proportion of crime may be due to the ill-effects in later years of the hard and pitiless conditions under which so many thousand children are reared to a life of drudgery and deprivation utterly incompatible with the requirements of normal, happy childhood. And certain it is that the starved, warped and unhealthy bodies of children whose years given over to enforced labor instead of to the natural activities of recreation that develop strength and health cannot serve as a proper medium for transmission of either normally healthful bodies or brains to the coming generation. Even on slight consideration of points of such extreme importance as these the short-sightedness of the general community in its indifferent attitude toward child labor appears phenomenal.

Several months ago a report was made by the National Industrial Conference Board, whose object was to ascertain facts and to place the truth as to the amount, the causes and the effects of child labor in the country. One of their findings was that the existing data were "either too old, too general or too fragmentary to justify conclusions of wide current application." Also, that "the outstanding requirement is the securing of more comprehensive and up-to-date information concerning the facts, extent, character and effects of the employment of young people under existing conditions and regulations." So the board gave no definite conclusion, but advised that information now lacking should be obtained.

It seems to me that many useless words are employed in the discussion of this problem. The fact remains that child labor exists in factory, mine and field. Child labor under such circumstances is wrong; therefore should be stopped. The wrong to the growing child includes physical, mental and spiritual growth. Development of all three is retarded. Why waste words over the matter? And why waste time and money in ascertaining "comprehensive and up-to-date" statistics? Why not go to work, everyone who has intelligence enough to see and acknowledge the wrong, with an enthusiasm born of love of justice and of that equality of opportunity which is one of our boasted conditions in the United States, and right the wrong under which children's health, happiness and even lives are paying the penalty of the greed of men? We have advanced a step or two in the right direction since the colonial times, when children were "bound out" as appren-

tices, but, to the shame and disgrace of our so-called civilization, it can still be said:

"No fledgling feeds the father bird,
No chicken feeds the hen,
No kitten mouses for the cat—
That glory is for men.

We are the wisest, strongest race,
Loud may our praise be sung!
The only animal alive
That lives upon its young!"

With what cunning was circulated last fall among the voters of Massachusetts the false and stupid propaganda against the proposed Federal law for regulating child labor! How our voters fell before "the bugaboo will catch you if you don't watch out!" What a shock to realize that people of maturity—supposedly level-headed and of sufficient shrewdness to distinguish sense from nonsense—could be so influenced by such palpable perversions of fact! It is to the everlasting disgrace of Massachusetts that the referendum vote failed to support the measure which would have brought such direct benefit to the working classes. In fact, the removal of an evil so great and so widespread would react to the benefit of every class.

No one with a modicum of common sense will confuse child labor for wages in any industrial occupation with simple forms of household duties or regulated by parents. No connection exists between the two. The former is anathema, while the latter is desirable as an essential part of education and can be made thoroughly enjoyable to children, if parents are wise and loving and know how. In truth, a child is to be pitied whose parents, on account of wealth or false notions about work with the hands as menial, do not require the performance of a certain amount of simple tasks relating to orderliness in the home, cooking, and even dishwashing. If rightly trained, normal children get real thrills of enjoyment in the performance of such duties.

A wise mother will have not merely cheerful obedience from her children, but a spirit of eager helpfulness will be manifested by them when help is needed for household tasks. And there is no good reason why boys should not share in household tasks as well as girls. Boys make beds and keep their sleeping apartments in order when in camp, and young men do their share of cooking when camping out for a summer vacation and find pleasure in it.

If a man is drowning, do the spectators who see the danger try to find out how long he has been in the water, what his reason was for going in, and what the cause is of his immediate predicament before starting to save him? It would seem to me that, instead of waiting for months, or perhaps even a year or more before obtaining complete data, the way of wisdom would be to forge ahead and put a stop to child labor as quickly as possible, for meanwhile the victims are suffering—perhaps dying. All of them

are being deprived of the simple rights of childhood, and with bodies, brains and souls stunted and warped are on the way to become indifferent citizens if they live, even possible criminals, instead of the intelligent and law-abiding ones that would be a credit and an honor to the nation.

When those who utter the platitudes about the manifold advantages to young people from being obliged to battle against poverty are willing to put their own children to work under similar conditions to those now awaiting full investigation by the National Industrial Conference Board, it will be time for their hearers to believe that the speakers believe what they proclaim with unction. They who are responsible for the continuance of this inhuman custom, whether they be lords, or legislators, or ignorant and poverty-stricken parents, will have much to answer for—especially those who, for the sake of extra profit, deprive children of their chance to enjoy nature's beauties, acquaint themselves with nature's wonders and gain the health and education which should be a basis for future honorable citizenship. When the iniquity is stopped, investigations as thorough as possible will be in order to prevent any possible repetition of such practices. What is needed now is sincerely interested effort that this inhuman and uncivilized custom shall be wholly abolished in short order. To quote Charlotte Perkins Gilman again, "There is a time when patience ceases to be a virtue. That time is—long ago."—*Official Bulletin, Newport, Ky.*

THE INSTITUTE OF POLITICS AT WILLIAMSTOWN

Laura Puffer Morgan, Associate Secretary,
National Council for Prevention of War

The keynote of the sixth session of the Institute of Politics was struck by Dr. Harry A. Garfield, president of Williams College, in his opening address, when he characterized the Institute as "a laboratory for the finding and testing of facts and a school of thought."

"During this session of the Institute," he said, "I venture to suppose that there will be much enlightening discussion upon matters concerning which governments will take one position and the people another. It is the business of the Institute of Politics to bring together the two views thus developed. . . . The Institute of Politics serves a useful purpose in bringing about this mutuality of understanding, not only between our own government and people, but between our nationals and other nations, between our government and other governments."

And so we find the real interest and work of the Institute during its four weeks' session centering not in the brilliant courses of public evening lectures, delivered by foreign statesmen and scientists, but in the round-tables and general conferences, which filled the mornings, to which only members were admitted, and in which all sides of the subject discussed were scrupulously presented.

This year for the first time the importance of these round-tables and general conferences was recognized by issuing a report of them in mimeographed form at the close of the session, including a brief resumé of the discussions and bibliographies, with an introduction by Dr. Henry M. Wriston, president of Lawrence College, tracing the development of the Institute in respect to conduct and programs. In the round-tables, limited to active members, the discussion rather than the seminar method has been adopted and the membership is divided into two groups, one composed of those whose training and experience fits them to contribute to the discussion, and the other of those who are fitted to follow it. The latter is chosen from among those whose professional work affords an opportunity for dissemination of the points of view developed. That it is chosen with care is evident from the fact that the four hundred members of the Institute were culled from a list of applicants which runs up into the thousands, if report is correct.

The round-tables and general conferences conducted during the present session covered the topics, Mineral Resources in Their Political Relation, New Aspects of the World Economic Situation, Chemistry in World Affairs, International Problems Arising from the Diversity of Legal Systems, The Chinese Republic and the Powers, Limitation of Armaments, Inter-American Problems in the Foreign Policy of the United States, A Survey of the International Situation in the Far East and Public Opinion in World Affairs.

If some of these discussions have seemed highly

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technical and remote from politics, Dr. Wriston has shown their bearing on the main problem in his concluding paragraphs:

"There has been a gradual transition and emphasis from an approach largely, though not exclusively, political to one which takes more active account of economic and intangible forces . . . These developments in Institute programs are significant of the growing recognition that the problem of peace involves the readjustment of the whole of our habits of international life rather than the adoption of measures designed merely to outlaw war or to find any other legislative panacea."

As a speaker in one of the conferences put it:

"There is certainly not much point in dealing with national or international affairs if you are going to confine yourselves to the ethics of humanity alone. What is the use of finding your fundamental concepts, if in their application they are to be upset by purely material conditions?"

The round-table on limitation of armaments, on which pacifists sat with Army and Navy officers, under the leadership of a professor of International Law, afforded an excellent example of Dr. Garfield's laboratory. No attempt was made to arrive at any conclusion, but the conference undoubtedly resulted in a better understanding and an increased respect for the other point of view on the part of both the progressional military men and the constructive pacifists. On one point at least they were in complete agreement—that the abolition of the compulsory service system would do more to limit armies and make wars unlikely than any other method of limitation proposed. It is equally certain that such a proposition will not at present be considered by the European powers because of the increased expense of maintaining a volunteer military force.

In the other fields the same methods were employed. At the China round-table, as it was called, both business men and missionaries had their day in court, and the Chinese themselves were represented by no less a person than a direct descendant of Confucius. At the conference on the Far East a high light of the Republican party was answered by a Filipino. Mexico had an opportunity to present her case in reply to the plea for enforced development of national resources. If by the end of the month the serious member of the Institute did not have a broad foundation for further study, it was at least his own fault.

The question of disarmament with respect to poison gas—which will come up for discussion in the Senate in connection with the Poison Gas Protocol—was given an important place in the Institute program, being considered not only in the round-tables, and in a special open conference presided over by the chemists, but in the course of lectures on *The Role of Chemistry in World Affairs*, delivered by Sir James Irvine, principal of St. Andrews University. Sir James, who had charge of chemical research for the British government during the World War, took direct issue with the American chemists at the Institute representing the American Chemical Society,

which seems to have been completely dominated by the Chemical Warfare Service of the War Department. While the Americans found the use of poison gas so humane that, as was facetiously pointed out, they almost proved it a cure for tuberculosis, and on the other hand were so convinced that it would be used in the next war in spite of all agreements to the contrary that they considered further experimentation and even production essential, Sir James characterized its use as a prostitution of science, and though equally skeptical of treaties between nations, called upon the chemists of the world to bind themselves not to produce it for the destruction of mankind. In conclusion, he said:

"But I recognize that, as matters stand, no nation can afford to stand aside and develop purely protective measures. In order to protect, it is necessary to know what the attack will be, and consequently offensive and defensive chemical warfare must advance side by side. I ask if this is something which can be avoided, and my answer is that only in one way can we attain this desirable end. It is by the creation of the feeling that all warfare is hateful and must cease and this in turn cannot be done exclusively by the creation of public feeling, but will find its strongest support in the removal one by one of the factors which one by one are being explored in the Institute of Politics and from this place are radiated to the four corners of the earth."

FREE SPEECH IN WASHINGTON

Major General Amos A. Fries, head of the Chemical Warfare Service, is quite a fire-eater, a qualification that fits him for his job, or at least advertises it well. In his spare time, he keeps an eye on all movements that may in time interfere with his trade of preparing for the next war. That is good business.

Recently a teacher in the Washington, D. C., schools took part in a contest conducted by the *Forum* magazine, and received \$5.00 as a prize for a definition of Socialism. In our opinion, the definition was not worth \$5.00, but General Fries decided that it was capable of doing far more than that amount of damage. So he demanded that Mr. Henry Flury, the teacher, be dismissed. Then something happened that is worth more than the definition or the possible damage it might do, and that is the delivery of a judgment by Superintendent Ballou. The following appeared as part of a news despatch:

"In declining to discharge Mr. Flury, Superintendent Ballou pointed out that he voluntarily enlisted in the Army during the World War, that his school room utterances were above reproach, that he was an efficient teacher and that he had every right to express personal views so long as they did not affect his work."—*The Union Teacher*.

TEACHER ETHICS

A nationwide interest in teacher ethics is shown in a sixty-one page pamphlet on the subject prepared by an N. E. A. committee. It plans to continue the study this year through a compilation of reports on cases of unethical conduct sent in by any teacher or school official. These will form the basis of a code to fit actual conditions.

Among other items in the pamphlet are the following: Criticism is unprofessional, except as a constructive agent and under constructive conditions.

Teachers should guard against a dictatorial attitude toward their pupils.

Pupils should be considered as deserving as much consideration as adults where their rights and privileges are involved.

The Committee on Ethics, Department of Classroom Teachers, co-operating with the faculties of normal schools and teachers colleges asked the presidents of sixty different teacher training institutions for a citation of at least one vital, outstanding principle which, in their opinion, should be embodied in any code of ethics for teachers. The Yearbook of the department publishes a few typical responses.

A teacher's contract is a mutual affair between school and teacher, it is not merely to protect the teacher against the school, allowing the teacher all the liberty she may desire.—*G. C. L. Riemer, Principal, State Normal School, Bloomsburg, Pa.*

(To) so live that my life can be safely emulated by growing boys and girls.—*George Willard Frasier, President, Colorado State Teachers' College, Greeley.*

1. A professional attitude. To be proud of the fact that they are teachers, and to ever act as any other professional man or woman would act. 2. Sincerity.—*George West Diehl, President, Concord State Normal, Athens, W. Va.*

The obligation: 1. of loyalty to the fundamental principles of the American government and good citizenship in community, state, and nation; 2. of service to the children and the community; 3. of loyalty to the highest standards of the profession before loyalty to individuals; 4. of continuous growth in service by study and travel.—*Amy W. Jennings, Dean of Women, State Normal School, New Haven.*

As broad and thorough a preparation for this profession as for that of law, theology, or medicine.—*Emma L. Johnston, Principal, Maxwell Training School for Teachers, Borough of Brooklyn, New York City.*

A continuous program of personal and professional growth.—*Charles W. Hunt, Dean, Cleveland School of Education, Cleveland, O.*

Every educator should familiarize himself with the progressive, authoritative literature of the profession.—*Maine Teachers' Association.*

Withholding public criticism of colleagues. Loyalty to teaching. Insisting upon due recognition for expert opinion.—*C. L. McLane, President, State Teachers College, Fresno, California.*

To be willing to accept real responsibility for every untoward condition found along the way.—*Homer H. Seeley, President, Iowa State College, Cedar Falls, Iowa.*

To have sympathy for and interest in all grades from kindergarten through high school.—*Emma Wesley, President, Normal Training School, Atlanta, Georgia.*

Improved citizenship is the justification for public education. Citizenship and morals are by-products of all we do.—*Robert H. Wright, President, East Carolina Teachers College, Greenville, North Carolina.*

A recognition and living up to the fact that verbal, written or other acceptance has the validity of a duly executed contract.—*John L. Dunkle, President, State Normal School, Frostburg, Maryland.*

PRESIDENT OF HOWARD UNIVERSITY POINTS OUT FIELDS OF USEFULNESS FOR EDUCATED NEGROES

Leadership of Race Devolves on College Men, Dr. Mordecai W. Johnson Tells Student Body

President Mordecai W. Johnson, in his opening address at Howard University September 29, warned members of the negro race against adopting "isms which offer salvation in return for servitude of mind and soul."

This is a period, Dr. Johnson said, in which many such propositions are being placed before the negroes of America.

A plea for individual contributions to the world's knowledge was directed to the students assembled in the university chapel. These students, he said, were looked toward as the ultimate leaders of their race.

Howard University was founded in 1867, to emancipate the minds of the negroes, of late made physically

free. Its graduates number 6,708, "at work in all states of the Union, in foreign countries and in all departments of life; a faculty of some eight score professors, assistants and instructors, a student body of more than 2,000 young men and young women of university calibre."

Welcoming the students, President Johnson showed a keen perception of the real purpose of education.

"The members of the faculty and the entire university community are interested in you as individuals. There is much routine and apparent machinery here, but it is not our purpose to be an efficient mass producing factory of mediocre minds. We are interested in having each individual of you discover his own powers, and in having you develop them to their uttermost capacity.

Many of you have come to prepare yourselves for definite professions. We are interested in having you become as efficient as possible in these professions, so that in your services the people may be blessed and your friends and your country may take justifiable pride.

We are interested in having all of you become as thoroughly acquainted as possible with the kind of world in which you live, with the rich possibilities of human life, with the direction in which mankind must move to fulfill itself, and with the origin, development and nature of the institutions with which you have to deal.

We are interested in having each one of you become masterfully acquainted with some one field of knowledge, so that in this field you may give the most efficient possible expression to your desire to be of service to the common good.

To see this understanding of the world, developing in you, to see you more and more discovering your own powers and developing them with strength, and at last to see you expressing yourselves in the work about you with intelligence, economy of effort, and power, is a part of the great gladness of our work. We are interested in you as individuals and as ends in yourselves.

In this call to leadership, with its warning against pitfalls, is the essence of scholarship.

But the negro race is in a very critical period of its life. It is rapidly coming to self-consciousness, reaching out in every direction for avenues of self-expression, for the establishment of self-respect, and for the building of a working fellowship between itself and the other elements of American life.

All manner of programs and "isms" already are being dangled before its eyes, offering some form of salvation in exchange for servitude of mind and ultimate abortion of effort. In such a time as this the race must depend more than ever upon men who possess the habits of mind which our community seeks to develop—men accustomed to examine opinions and programs with critical intelligence, to arrive at conclusions after a patient examination of facts, to be guided by an imagination disciplined by reason, and who are defended by their wide perspective from devotion to ill-founded enthusiasms and blind-alley efforts.

Leadership of Race

It is men and women such as yourselves who must be the vehicles through which the aspirations of the people may come into intelligent expression, through whom their habits and programs must be criticized and their energies directed from within. We deeply believe that it is under the leadership of men and women like yourselves that this eager people, still poor and still but rudely organized and directed, may be transferred into an indispensably constructed element of the American population.

EDUCATION AND POLITICS

Condensed from an Article in the Pasadena School Bulletin

The bulletin believes that there are powerful political forces at play in modern education and that this ugly fact should be squarely faced by every teacher. The bulletin finds politics at work in the university, especially in those educational departments which are trying too hard to put themselves over with the public generally. They have tried to introduce the scientific method into education and in some cases much good has been accomplished.

However, some enterprising, superficial persons have rushed into print, with a vast mass of production of mental tests and scores, in many cases tending to convince people that much is now certain which in fact is barely tentative. The real work being done by students in the universities, as well as this pseudo science, demands that teachers take courses in specialized pedagogical work and that pupils be tested for a great variety of things. All this calls for appropriations, and here is where politics enters. The college president and other professors resort, or feel they should resort, to high powered salesmanship to sell this new educational advance to the public, to the school boards, and to the legislature.

In considering various departments of a university, how many teachers taking work in educational lines as well as in classical or scientific, feel that it measures up to the others in what it has to give the student?

In the city and country, where there is election of school officers or of officials having power to appoint school officers, someone connected with the schools must be constantly campaigning to convince the voters that the schools are economical, in safe conservative hands, and that so-and-so ought to be re-elected or reappointed. Much of this necessarily limits the time which superintendent and principal can put on real educational

work. It hampers the finest school men and ruins the cheaper type who grow to rely wholly on political power.

Schools, like automobiles and cosmetics, are costing more millions every year, and few school men have the courage to tell the public that it is the relative cost not the absolute cost that must be considered, and that education must constantly cost more.

Expenses may be cut by clever boards or superintendents who refuse to allow teachers tenure of office, and fail to rehire the teachers on the higher salaries, giving preference to young teachers at the bottom of the schedule. If such a practice is possible through lack of tenure, almost no teacher will undertake independent professional action.

Politics contaminates the teacher by causing him to feel that wire-pulling nets greater results than faithful service. It contaminates teacher organization by making many members hopeless and bitter so that they advocate destructive measures or it encourages a teacher organization to try to best politicians at their own game. Such action naturally turns public opinion against all teacher organizations.

The net results of politics on the teacher is to make him feel that his watchwords should be, not "courage, optimism, and progress" but "caution, obedience, sterility."

The tragedy of it all is that no one seems to care but the conscientious teacher.

The bulletin, in spite of its melancholy survey of conditions, ends with a plea to teachers to seek the truth first and then publish it, trusting to the "abiding common sense of the people."

* * *

Most of the readers of the American Teacher have suffered under the political contamination described and agree that its menace is a terrible one. Terrible especially because it is difficult for teachers to get the facts and almost impossible to convey them to the public as most newspapers are political agencies and most broadcasting managements refuse to allow this public to be fed a diet of facts. The only hope, as The American Federation of Teachers sees it, lies in the faith and courage of those classroom teachers who have the vision of an education that shall make its possessors free and intelligent.

EXECUTIVE COUNCIL

Tabloid Biographies

R. W. Everett

Educated Sutter Union High School, California, and Leland Stanford Junior University. Taught in California high schools twenty-one years.

Principal Trinity County High School, 1911-1918, and of Armijo Union High School, 1919-1921.

Teacher Social Science Dept., Sacramento High School. In charge of student debating work.

President Central California Public Speaking League, 1924-1926.

President Sacramento High School Chapter, No. 31, 1923-1924.

Secretary California State Federation, 1924-1926.

President Sacramento City Teachers' Association since 1925.

Member of local committee on law and legislation, 1921-1923.

Chairman of local and state committees on law and legislation, 1924-1927.

Member of National Committee. Delegate of California Locals to American Federation of Teachers.

Chairman of Committee on Academic Freedom and Tenure of the American Federation of Teachers.

Vice-president of the American Federation of Teachers.

Mr. Everett is devoted to the welfare of his pupils and the school. This devotion with his unusual kindness has made him respected and admired by both students and teachers. He has done much for the teachers and for education in California.

THE ORGANIZED LABOR MOVEMENT

What we aim to do is not, as some people attribute to us, the overthrow of government or anything that is worth while maintaining. The movement of American organized labor is constructive, not destructive. It is to make today a better day than yesterday, tomorrow a better day than today and tomorrow's tomorrow, each of them a better day than the one that is gone before, not by tactics or policies that are destructive, but by a constructive, rational, natural policy. If error occurs during this great, inspiring and constructive work, who will throw the first stone?—Samuel Gompers.

The American Teacher

Democracy in Education Education for Democracy
Published monthly, except July and August, by
THE AMERICAN FEDERATION OF TEACHERS
327 South La Salle Street, Chicago
FLORENCE CURTIS HANSON
Sec.-Treas. and Editor

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

—Thomas Carlyle.

I wholly disapprove of what you say and will defend to the death your right to say it.—*Voltaire to Helvetius.*

WHO IS ON TRIAL?

Dr. Lefkowitz, teacher of history in the High School of Commerce, legislative representative of the Union, and delegate to the Central Trades and Labor Council, ever since the Union was organized in 1916 has been the champion of advanced educational measures in the legislature, in teachers associations and in labor organizations and the stalwart opponent of bills and regulations regarded by the Union as inimical to progress. In the course of these activities Dr. Lefkowitz has frequently incurred the displeasure of the superintendents, chiefly of Mr. Edward Mandel who sponsored the "Spoils Bill," affecting the organization of the Board of Examiners, and a bill modifying the pension law that would have weakened tenure rights had it passed. Although endorsed by Dr. O'Shea and two other superintendents, the majority of the board voted against appointing Dr. Lefkowitz, whose name appeared at the head of the eligible list for first assistants in high schools in the department of history.

Assistant Superintendent Mandel in conducting the hearing on Dr. Lefkowitz's promotion said,

"A teacher may not have one set of opinions for the classroom and another for the public platform. As a school teacher he has not the same rights as other citizens to print, publish or declare his thoughts and opinions. He is no longer at liberty to 'freely

write, speak or publish.' This is not an interference with his rights as a citizen. His rights are as 'free and untrammelled as they ever were.' (1) He may at any time 'emancipate himself from the shackles of the department and exercise his full rights as an American citizen' by resigning his position. As was said in the Clifford case: 'It is, therefore, erroneous to say that his right of citizenship is abridged in any particular, and the courts have so held.' In determining whether or not a teacher shall be promoted, the Board of Superintendents is obliged to take into account the history of the teacher, his public opinions, the persons with whom he associates, and his attitude toward governmental questions."

A candid public may judge who is guilty of un-American, unconstitutional, unpatriotic utterances: Dr. Lefkowitz who is denied the right of freedom of speech, and the right to express his convictions when they do not coincide with those of officials who happen temporarily to be his employers, or Superintendent Mandel who denies the right of freedom of speech to teachers, supporter of the views of Senator Lusk, promoter of the nefarious Lusk bills.

The dismissal of Dr. Henry Flury, teacher in Washington, D. C., was recommended by Gen. A. A. Fries, advocate of poison gas in war. Dr. Flury's sole offense is that he asked some pertinent questions in a definition of Socialism in the Forum. Gen Fries asked the dismissal of Dr. Flury on the ground that these questions were an attack on the Constitution of the United States. Either Dr. Flury or Gen. Fries is guilty, Which? Why does not Gen. Fries answer the questions, expose this offender, and see that he receives his proper punishment for untruthful, unpatriotic utterances? Or is Gen. Fries the guilty party, a thought-suppressor, a militarist dictator, unfaithful to the United States Constitution, careless and ignorant of the principles of the Declaration of Independence?

Who is on trial?

EX-PRESIDENT ROOSEVELT

If I were a factory employee, a workingman on the railroads, or a wage-earner of any sort, I would undoubtedly join the union of my trade. If I disapproved of its policy, I would join in order to fight that policy; if the union leaders were dishonest I would join in order to put them out. I believe in the union and I believe that all men who are benefited by the union are morally bound to help to the extent of their power in the common interests advanced by the union.

CHILD LABOR

The statements as to the decrease in child labor in recent years made by the National Association of Manufacturers, as shown in the press reports of the proceedings of the recent convention of that organization, are based chiefly upon a comparison of the census figures for 1910 and those for 1920. The 1920 census gives the latest figures for the entire country, and this census was taken when the second Federal child labor law was still in force and decidedly discouraging the employment of children, not only because it in effect prohibited the employment of children under 14 in manufacturing and under 16 in mining operations, but also because it imposed on the manufacturing industries an 8-hour day and a prohibition of night work—a protection which a number of States still withhold. Although no country-wide statistics are available as to the exact extent to which the Federal laws discouraged the employment of children, some indications of their effect are shown in the reports of inspections made after these laws were declared unconstitutional. After the first Federal law was no longer in effect nearly three times as many violations of the Federal child labor standards were found in 10 States as were found in 25 States while the law was in force. After the second Federal law was declared unconstitutional, inspections in 39 factories in one State showed violations of the Federal standards in all except three of the establishments and violations of the State child labor standards in all except seven—a total of 560 violations of Federal standards and 149 violations of the standards of the State child labor law.

Moreover, much of the decrease in the number of children reported as employed in 1920 is stated in the United States census reports to be apparent rather than real, due primarily to a change in the census date from April 15 in 1910 to January 1 in 1920, a circumstance which largely explains the smaller number of children reported in 1920 as engaged in farm work and other seasonal occupations in which fewer children are employed in January than in the spring. This census was taken also at the beginning of a period of industrial depression. These facts undoubtedly resulted in a smaller number of children being reported by the census enumerators as em-

ployed than would be the case in times and seasons when conditions of employment are more normal and seasonal work is in progress.

It is true that in the non-agricultural occupations much of the decline in the numbers of children reported by the census as employed in 1920 represents a real decrease, attributable in large part to the strengthening of legal regulations, both State and Federal. (See U. S. Children's Bureau Publication 114, "Child Labor in the United States, Ten Questions Answered," pp. 11-12.) The Federal regulations are, however, no longer in effect. Even in 1920, when they were operative, the census reports show nearly half a million (413,549) children between 10 and 16 years of age in industrial, commercial, and other non-agricultural pursuits—over 185,000 in manufacturing and mechanical industries alone. Moreover, since the last Federal child labor law was declared unconstitutional there has been little tendency toward such an improvement in State legislative standards for child labor as would effectively discourage child employment. Only one of the 30 States which at that time failed to come up to the Federal standard as regards the work of children in factories alone has since brought its law up to that standard, and in general, State advances in child labor legislation have been much fewer than while Federal legislation was in existence. (See Majority Report of the Judiciary Committee of the House of Representatives on the Child Labor Amendment, pp. 13-16.)

As to the increase in 1920 in the proportion of children employed in the District of Columbia, under Federal control, which is emphasized in the literature of the Manufacturers Association, it should be noted that the District of Columbia is unimportant as a child-employing center. The actual numerical increase was very small (from 1,345 in 1910 to 1,871 in 1920), an increase of only about 500 working children during a period when there took place an increase of over 100,000 in the total population of the District of Columbia—from 331,069 to 437,571.

Board of Education, New York City, has created the position of supervisor of thrift in the city public schools.

The supervisor will receive \$4,000 annual salary. His duties will be to stimulate thrift activities among the pupils and co-ordinate the work of savings banks with the schools.

TEACHER'S SOCIALIST VIEWS AROUSE STORM AT CAPITAL

**Aid of American Legion Sought to Oust Pedagogue
Who Has Radical Opinions—Said
Workers Were "Slaves"**

Washington, D. C., December.—Major Gen. Amos A. Fries, chief of chemical warfare, will enlist the aid of the American Legion in his fight to compel dismissal of Henry Flury, local high school teacher, for alleged unpatriotic utterances, he declared.

Flury won the opening skirmish with his military opponent when the Board of Education refused to dismiss him for his article in a current magazine defining Socialism as "the big question mark," and calling workers "slaves."

It was this article which aroused the ire of Gen. Fries, who denounced it as an attack on the U. S. Constitution.

In refusing to dismiss Flury, the board ruled that the teacher was entitled to his "private views" and that "the views or beliefs expressed in the article have found no place in his classroom teaching."

Will Appeal to Legion

This brought a hot retort from Gen. Fries, who said: "Does the Board of Education believe that opinions publicly expressed in a magazine, that any school child in Washington may buy, are 'private'?"

"I shall lay the facts of this case before officials of the American Legion."

Meanwhile Governor George W. P. Hunt, of Arizona, and Senator Edward I. Edwards, of New Jersey, have rushed to the defense of Flury. The committee of 100 for the intellectual freedom of teachers, of New York, is also prepared to enter the battle on the teacher's side, it is understood.

Flury Explains Views

Asked to explain his views by Dr. Frank W. Ballou, superintendent of schools, Flury said.

"I had, of course, a perfect legal right to offer a definition of Socialism, as I have the same right to offer one on prohibition, the protective tariff, the single tax, the Ku Klux Klan, Catholicism, Judaism or the principles of Thomas Jefferson.

"I cheerfully comply with your request that I make a statement regarding my patriotism. I am a staunch patriot. I am a firm believer in the enforcement of all laws, both those that I dislike and those that I like, and I consistently obey them.

"I believe that Socialists should obey anti-Socialist laws; that anti-prohibitionists should obey the prohibition laws and vice versa, and that if Socialism ever be adopted in this country, anti-Socialists should obey Socialist laws as readily as they expect Socialists to obey anti-socialist statutes."

Calls Issue Question Mark

Flury's magazine contribution, which started the controversy, was:

"Socialism is a big question mark. It asks why, with all the wonderful productive machinery and improved methods of organization, the workers are still slaves. It asks why little children still toil in factories.

It asks why those who create do not enjoy the advantages of what is created. Why those who build automobiles walk. Those who build pullmans ride in box cars. Those who build palaces live in hovels. It asks: is not the industrial civilization we have created a Frankenstein that has made itself our master?"—*Newport, Ky., Official Bulletin, Trades and Labor Assembly.*

R. W. Everett, chairman of Committee on Academic Freedom and Tenure, has his committee functioning. It consists, besides the chairman, and secretary Ethel L. Battellee, Sacramento, Cal., of Amy A. Fox, Minneapolis, Minn.; Arthur W. Calhoun, Brookwood, N. Y.; Jas. P. Barron, Atlanta, Ga.; A. Lefkowitz, N. Y. City; May Darling, Portland, Ore.; May V. Little, Memphis, Tenn.; S. G. McLean, Oakland, Cal., and one member still to be appointed from Washington, D. C.

The committee met November 13, at the Chamber of Commerce Bldg., Sacramento, Cal., and formulated plans for an intensive study of the tenure situation. Each local is asked to report to the committee cases that have arisen concerning academic freedom, and to explain how such cases have been handled. A copy of the resolution adopted by the convention of the Federation of Teachers, State of California, was sent to the State Federation of Labor in Washington. This resolution follows:

Whereas, The American Federation of Teachers holds, as one of its fundamental principles, that teachers and school administrators should not be removed for personal or political reasons; and,

Whereas, Dr. Henry A. Suzallo appears to have been removed from the Presidency of the University of Washington for reasons entirely apart from his scholastic or administrative action;

Therefore be it resolved by the California State Branch of the American Federation of Teachers that we unreservedly condemn the action of the Board of Regents of the University of Washington in arbitrarily removing President Suzallo, and heartily commend the Washington State Federation of Labor in their efforts to recall Governor Hartley, to the end that it may be seen that our schools are not to be made the foot-ball of politics; and

Be it further resolved that this organization will use its influence to resist any attack on the tenure of competent teachers and school administrators.

Unity of action means more thorough organization and advancement. Attend your meetings and help bring about results. Do not stay at home and say, "Why doesn't the Federation do something about this or that!" Get out to the meetings yourself and see that it is done.

A. J. Muste, chairman of the faculty of the Brookwood Labor College, vice-president of the American Federation of Teachers, spoke on workers' education before the New York University Philosophical Society on November 17.

WOMEN OF TODAY

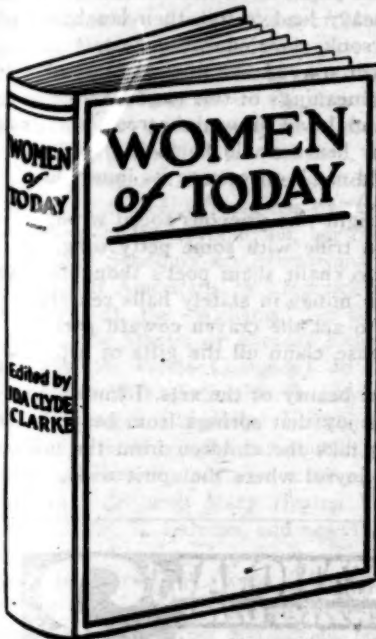
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Ida Clyde Clarke, Editor

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Bouquets on WOMEN OF TODAY

"Women of Today" of great value in my work at the University.—*G. R. Hebard, University of Wyoming.*

The Wall Street Woman's Club wishes to go on record as being fully in accord with the work being done in bringing out the publication "Women of 1923."—*Mary R. Fraser, Secretary.*

Please accept my compliments on the excellence of this valuable publication.—*Dr. A. Z. Stangler, Czechoslovak Legation.*

"Women of 1923" is a pioneer work of which all women may be justly proud.—*Thyras W. Amos, Dean of Women, University of Pittsburg.*

If "Women of 1923" is an annual publication, please enter our order for all subsequent editions.—*C. L. Cannon, Chief of Acquisition Department, New York Public Library.*

"Women of 1923" has come—an astonishing piece of work! Hearty congratulations.—*Helen M. Winslow, Editor, The Annual Register of Women's Clubs.*

This Book is More than a "Who's Who". It is a "What's What" about Women

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(Cash with Order)

THE UNION LABOR LIFE INSURANCE COMPANY PLANS FOR OPENING OF CAREER AROUSE INTEREST

Washington, D. C., November.—Plans of The Union Labor Life Insurance Company for its entry into the field of insurance about Jan. 1 are the subject of deep interest everywhere. This interest is by no means confined to labor circles, according to officials of the company here. Each day inquiries from men in all walks of life are answered concerning every phase of the company's plans. It is interesting to note that many inquiries come from insurance men.

Work of gathering an expert staff is proceeding actively under the personal direction of President Matthew Woll. "This work is moving along steadily and satisfactorily," said President Woll here this week.

Sales of stock continue. An examination of the record reveals the fact that there is scarcely a city or town of any size in the United States that is not represented in the list of stockholders. Stock sales are taken as an excellent barometer showing the spread of interest in the company and these show an interest spread almost evenly over the country. This is also an excellent indication of prospective business.

The period of stock selling is drawing rapidly to a close and what may well be termed the last minute rush is under way. An exceedingly brief period of time remains in which stock in this new labor enterprise may be had. There is every indication that when stock sales are closed there will be a waiting list whose desires cannot be satisfied until stock is available by transfer. Officers of the company advise those who with stock not to relay longer in making application.

A. J. Berres, secretary-treasurer of the Metal Trades Department of the American Federation of Labor, has been appointed by the commissioners of the District of Columbia to the Board of Trustees of the public library of the District of Columbia. The appointment runs to 1930.

Mr. Berres' appointment was recommended by William Green, president of the American Federation of Labor, and Dr. Bowerman, librarian of the public library. This is the first time that organized labor has had representation on the Library Board of Trustees.

THE CHILD ON LABOR DAY, 1926

By E. H. H. Holman, Federated Press

(Clearly, if economic waste is reprehensible, waste of child life, whether viewed economically or in terms of common and universal betterment, is a blight that in its measure is more deplorable than war.—Herbert Hoover.)

Be still my heart. Let nought disturb thy calm!
The flowers are bright. The murmuring brook a balm
To charm thy thought away from sordid things,
To blind thy eyes. The singing birds on wings,

The flaming sky, the hoary hills piled high,
The sounding waves, let these crush down thy sigh,
Which starts as wretched children in the mills
Lift helpless hands for thee with joy to fill.

Go! Mind of mine! and hide behind the trees
Where zephyrs play and shady bowers give ease!
Think not of those whom stern and heartless greed
Drives to their toil, those stunted waifs of need!
Yes, Soul of Mine, in God's own image made,
Crush down that spirit, let God's image fade!

For, should the plight of tender workers crushed
Beneath the heavy load of toil, their laughter hushed,
Their play forsook, their education lost,
Their forms half-starved like flowers touched by frost,
Should all the meanings of this pagan wrong to youth
Once fire thy soul and draw the screen from truth,
Henceforth thy heart would flame in righteous ire,
Thy soul would catch once more its innate fire.

And to make right this grievous social wrong
You'd cease to trifle with some petty song,
Would cease to chant sham poet's thoughtless verse,
Which shallow minds in stately halls rehearse,
Would cease to act the craven coward part
And for pretense claim all the gifts of art.

Man needs the beauty of the arts, I know,
And needs the joy that springs from beauty's show.
But first, let's take the children from the mills,
Then wander joyful where the spirit wills.

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Book Reviews

The New Republic on Children's Books

We cannot too highly commend to teachers Part II of the *New Republic* of November 10, on "Children and Their Books." It is the sanest presentation of the subject we have seen in such bulk. We quote briefly from one or two articles:

"Trends in Children's Books," as seen by Ernestine Evans, presents these outstanding ones:

Certain general trends in children's books can be observed in the fall list. We are in for more and more anthologies. A new edition of *Modern Biography*, edited by Marietta Hyde (Harcourt), introduced as a school book last year, offers a rare chance to let children browse in biography. Chapters describing Mark Twain's life on a Missouri farm, Emily Dickinson's school days, Edison's first workshop, and Queen Victoria's marriage are among the eighteen. I am not at all helped by the editor's notions of "inborn greatness" as expressed in the introduction, but the chapters from Strachey and Sandburg are extraordinarily well chosen. *Modern Great Americans*, by Frederick Law (Century), *The Story of the Williams*, by Grace Humphrey (Penn), *Little Stories of Famous Explorers*, by Laura Large (W. A. Wilde Company) all offer variety in subject, but little distinction in style. Last year's *Microbe Hunters* and *Rebel Saints* still overshadow other studies in biography and should go hand in hand to make a balanced story of science and religion. Believing, as I do, with Mary Heaton Vorse, that it is the spirit of P. T. Barnum, and not Abe Lincoln's that broods over America, I welcome *The Boy's Life of Barnum* by Harvey W. Root (Harper's), and I shall buy three copies of *A Magician of Science* (Century), though the title is rather Barnumish, because here is a record of Charles Steinmetz, "who never took statements on hearsay," a great mathematician, a courageous and wise man.

Children have their "Outlines" as well as their biographies, following the fashion of adult books. Mrs. Mitchell's book on horses is the best. *Lady Erleigh's In the Beginning* (Doubleday), a first history for little children and *The Adventure of Man*, a brief history of the world by F. C. Happold, of the Perse School, Cambridge, supplement but do not supplant Van Loon's *The Story of Mankind*.

Mary Austin estimates elsewhere the new books from Indian life. Three other native tales, formerly on adult lists, have quietly moved over and announced themselves as "juveniles." *Paul Bunyan and His Great Blue Ox*, retold by Wallace Wadsworth, with Will Crawford's illustrations (Doran), *Paul Bunyan* by James Stevens, with woodcuts by Allen Lewis (Knopf) and *Tall Tales of the Kentucky Mountains* by Percy Mackaye, with decorations by Miss MacKinstry. Language and tales are salt and native, North American Hercules and Munchausen. Reginald Wright Kauffman's *Seventy-Six* (Penn), *The American Twins of the Revolution* by Lucy Fitch Perkins (Houghton Mifflin), *Elsie Singmaster's Book of the United States* (Doran), are

notable additions to the history shelves. But I presume it will be years before the young get any taste of the history debunked that is now permitted to their elders.

The best of the fall "busy books" is *Your Workshop* (Macmillan) by Edna Plimpton, teacher of manual arts in the Brooklyn Ethical Culture School. It is a beautiful and practical little volume for child carpenters, and is a promise that from the new schools, where children "do" things in shops and laboratories, a whole wealth of books is yet to come helping the child to order its activities. *The Complete Playcraft Book* by Patten Beard (Stokes), will make for quiet in the home and noise in the barn, but is not so interesting from a teacher's point of view, nor such an attractive example of book-making.

Of the need for cheaper juveniles, Miss Evans has this hopeful forecast: Perhaps the National Committee for Juvenile Reading in Madison Square Tower which for many months has been studying children's books and magazines quietly and mysteriously, perhaps some Junior Golden Book possessed of second serial rights, perhaps Geneva where more than one official of the League of Nations can be heard murmuring, "Something must be done about books for children," perhaps Russia, where paper-covered works for young readers about newspapers and wireless and economics and country life, with imaginative illustrations by the best artists are reproduced by a color printing technique far superior to our own, will give the lead in cheaper editions of both old tales and modern ones.

Indian Tales for Children

Skunny Wundy and Other Indian Tales, by Arthur C. Parker. New York: George H. Doran Company. \$3.

The Seven Cities of Cibola, by Aileen Nusbaum. New York: G. P. Putnam's Sons.

The Pueblo Boy, by Cornelia James Cannon. Boston: Houghton Mifflin Company. \$2.

Kootenay Why Stories, by Frank B. Linderman. New York: Charles Scribner's Sons. \$2.

Summarizing her conclusions about them Mrs. Austin says:

"What is especially pleasing in this season's books, and in the illustrations in particular, is the good faith that is shown toward the tribal selection. In neither text nor illustration is there any of that scrambling together of totally unrelated items of custom or costume of which writers about Indians in the past have been so often guilty. In the *Skunny Wundy* tales, Will Crawford does not even find it necessary to revert to the romantic pre-history of Indian dress; and Miss Finnan has given to the *Cibola* myths an accuracy almost meticulous. The other illustrators have conformed equally to the fact of animal life and Indian environment; so that the way may be said to be cleared for that final rendition of our own folk tales which will place them alongside the classic myths of other countries."

The Decroly Method

It was Dr. Ovide Decroly of Belgium who first among Europeans gave to these changes—liberation of the child's body in the school, that recognition of his physical personality and independence, that respect for his nervous system—a deeper meaning. He was the first to originate and put into practice a logical curriculum, designed to absorb and direct the energies of the children which the new school mode released and to build up a unity of subject matter and interest.

The Decroly method, however, does not depend for its success on the setting of the modern private school. To see some of the Decroly classes in the public schools of Brussels as well as in the charming little Ecole de l'Ermitage, was to realize that what is most vital in education does not depend, after all, on such questions as those of fixed desks versus small tables. It was to realize, too, how much life can be infused into a class, even within the public school system of a big city, by an active, fresh-minded and liberty-loving teacher. The biggest problem which Decroly has to face is, of course, that of finding and creating such teachers. The old education and especially that of the old normal schools does not produce them.

From the first the Decroly child learns to think in terms of the common tasks of mankind. He learns how he is clothed and fed and sheltered and taught and how his fellow creatures, animal and vegetable, also nourish, clothe and protect themselves. He learns, too, how men have done this in the past, and the long and

painful process of trial and error by which they have improved on their first crude attempts in every field.

It was in a Decroly Public School class that I saw for the first time such dynamic teaching of history as seemed to me to approach the ideal which H. G. Wells has expressed in *The Undying Fire*: "To make the pupils feel in one living story with the reindeer men and the Egyptian priests and the soldiers of Caesar and the alchemists of Spain, so that nothing was dead and nothing was alien." To make them feel that "discovery and civilization was their adventure and the whole future their inheritance."

In the Decroly class the child lives history and knows that he is living it. And it is this dynamic quality, this thread of continuity and meaning which pervades all its teaching and so profoundly affects the spirit of the child, that makes Decroly's contribution the vital and constructive one it is, not only to educational method, but to educational philosophy.

"The Decroly method does, however, to a large extent substitute creative expression for more passive absorption. The Decroly child does largely make his own texts, maps, charts, exhibits and synopses and his work is not only accurate and informational, but frequently charming, poetic and imaginative. Sometimes as in the case of the Chain of the Past, it is on an almost heroic scale. But his creative impulse is not confined to such documentation and illustration, but expresses itself freely also in composition, dramatics and music."—*Martha Gruening in The New Republic of Nov. 10.*

Federation Leaders Endorse the Weekly News Review

Many members of the American Federation of Teachers are using the Weekly News Review in their classes as a text for the study of current history, and they have expressed appreciation of its fair-minded and liberal attitude on the issues of American life. Here are some of the comments that have come to us:

From E. E. Schwartztrauber, Lincoln High School, Portland, Oregon; Vice President, American Federation of Teachers:

"For the first time in all my experience with current events magazines for history students, I have found what I want. The Weekly News Review is a challenge to open-minded study of national and international problems. Well-written articles on vital issues—as many as students can digest in a week, thought-provoking editorials, timely magazine reviews and excellent monthly tests make the Weekly News Review ideal."

From Mr. Charles B. Stillman, Lane Technical High School, Chicago, former President, American Federation of Teachers:

"I am still finding your paper by far the best current events periodical for class room use I have ever run across."

From Miss Lucie W. Allen, Lakeview High School, Chicago, Vice President, American Federation of Teachers:

"I am liking the paper more and more. Other teachers are speaking highly of it to me. The clear presentation of differing views, the occasional daring, the explanation of involved situations have pleased the children and have stimulated thought."

SUBSCRIPTION PRICE

Subscription price per semester, fifty cents each if taken in clubs for class use, all going to one address. Single copies, sixty cents. Subscriptions may start at once at the semester rate. You may send tentative order and revise it after your classes are organized, paying only for the number finally decided upon. We shall gladly send samples upon request.

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WEEKLY NEWS REVIEW

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Are You on the Side Lines—or are You in Humanity's Advancing Army? Are You Satisfied With Things as They Are, Industrially Politically and Intellectually, or Do You Favor Change and Progress?

THIS IS A MESSAGE to forward looking men and women. We are not concerned with the smug and self-complacent defenders of exploitation and reaction. Our interest is solely in the Vanguard of Humanity—radicals, liberals, progressives and labor unionists. To them we have an inspiring message—of hope and encouragement:

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—THE ESSENTIALS OF MARX. Karl Marx. Edited with Introduction by Algernon Lee.

—IMPERIALISM—THE STATE AND REVOLUTION. Nikolai Lenin.

—THE CONQUEST OF BREAD. Peter Kropotkin.

—KROPOTKIN'S REVOLUTIONARY PAMPHLETS. Peter Kropotkin. Edited with Introduction by Roger N. Baldwin. Ready Feb., 1927.

—LONDON'S ESSAYS OF REVOLT. Jack London. Edited with Introduction by Leonard D. Abbott.

—WELLS' SOCIAL ANTICIPATIONS. H. G. Wells. Edited with Introduction by Harry W. Laidler. Ready Jan., 1927.

—THE SOCIALISM OF SHAW. George Bernard Shaw. Edited with Introduction by James Fuchs.

—LOVE'S COMING OF AGE. Edward Carpenter.

—THE THEORY OF THE LEISURE CLASS. Thorstein Veblen.

—THE STATE. Franz Oppenheimer.

—PROGRESS AND POVERTY. Henry George (Abridged).

—INDIVIDUAL LIBERTY. Benjamin R. Tucker. Edited with Introduction by C. L. S.

CURRENT SOCIAL SCIENCE STUDIES

—NEGRO LABOR IN THE UNITED STATES. Charles H. Wesley. Ready Jan., 1927.

—AGGRESSIVE ACTION FOR CIVIL RIGHTS. Clement Wood, in collaboration with Arthur Garfield Hays and the legal staff of the Civil Liberties Union. Ready Feb., 1927.

—OUT OF THE PAST. R. W. Postgate.

—BASIC PRINCIPLES OF SCIENTIFIC SOCIALISM. A. S. Sacha.

—NEW TACTICS IN SOCIAL CONFLICT. Symposium. Edited by Harry W. Laidler and Norman Thomas.

—THE BRITISH GENERAL STRIKE. Scott Nearing.

—OUTLINES OF SOCIAL PHILOSOPHIES.

—WHAT IS MUTUALISM? Clarence L. Swartz. Ready Feb., 1927.

—WHAT IS CO-OPERATION? James Peter Warbasse. Ready Feb., 1927.

—WHAT IS SINGLE-TAX? Louis F. Post.

(In preparation: COMMUNISM, COMMUNIST-ANARCHISM, SOCIALISM.)

RADICAL FICTION

—LOOKING BACKWARD. Edward Bellamy.

—NEWS FROM NOWHERE. William Morris.

—THE JUNGLE. Upton Sinclair.

—YERNEY'S JUSTICE. Ivan Cankar. Translated by Louis Adamic.

EDUCATIONAL OUTLINES

—THE A B C OF EVOLUTION. Vance Randolph.

—THE A B C OF PHYSIOLOGY. Vance Randolph. Ready Jan., 1927.

—THE A B C OF ASTRONOMY. Jay L. B. Taylor.

—THE A B C OF CHEMISTRY. Vance Randolph. Ready Jan., 1927.

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—HISTORY OF CIVILIZATION IN ENGLAND. Henry Thomas Buckle. Summarized by Clement Wood.

—HISTORY OF EUROPEAN MORALS. W. E. H. Lecky. Summarized by Clement Wood.

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PAN-AMERICAN CHILD CONGRESS

Is any member of the American Federation of Teachers going to Cuba in February? If so, will you let us know so that we may accept the following invitation and send you, as our regularly accredited delegate?

UNITED STATES DEPARTMENT OF THE INTERIOR
Bureau of Education

Washington, September 23, 1926.

President Mary C. Barker,
American Federation of Teachers,
123 Myrtle St., Atlanta, Ga.

My dear President Barker:

I am writing to advise you that a Fifth Pan-American Child Congress is to be held in Havana, Cuba, February 13-20, 1927. An invitation to attend the Congress has been extended by the Government of Cuba, through the Department of State, to such organizations and persons in the United States as may be interested in the subject matters to be considered.

The Congress will be divided into six sections, including Medicine, Hygiene, Sociology, Education, Psychology, and Legislation, with special reference to the care and training of children. Inasmuch as education is one of the sections of the Congress, I am calling the matter to your attention. In case you may wish to attend or to send a representative, further information regarding the program, etc., may be obtained on application to this bureau.

Sincerely yours,

Jno. J. Tigert, Commissioner.

HISTORY AND THE PESSIMIST

The study of history is the best cure for the cynic and pessimist in our midst. It gives us a perspective on our present day problems. For every problem and difficulty that the human race has to face, there is some experience in the past, if it is not identical, at least suggests a similar problem. And the inference is always to be drawn that as man overcame these past troubles, so will he overcome his present difficulties.

The National Education Association is keenly interested in the case of Henry Suzzalo, removed from the presidency of the University of Washington, and is seeking his return to that position. This action is in line with that taken two years ago when President Lindley was dismissed from the University of Kansas for political reasons. We are, however, much interested in the attitude and action of the National Education Association in the cases of J. E. Kirkpatrick, Scott Nearing, Dr. Henry Flury, Ruth Gillette Hardy, Dr. Jessie Wallace Hughan, Dr. Abraham Lefkowitz, etc., etc., who are classroom teachers.

We agree absolutely with the N. E. A. in their statement, "Cases like these in Kansas and Washington involve the integrity of the entire teaching profession. The schools are for the children and belong to all the people. To let partisan or selfish personal considerations enter into school management is to weaken the status of all teachers. Tenure in return for faithful service is the only foundation upon which the teaching profession can be built. In their battle for that principle the people of Washington will have the support of educational workers everywhere," but we hold that the teaching profession includes the classroom teacher as well as the administrator.

There is a chance for you to do a real work of social and professional service before the final day of this year; it all depends on yourself whether you will enjoy the pleasing satisfaction of having converted one teacher to the principles of the American Federation of Teachers. Such conversion in most cases requires only information regarding the organization, its policies and purposes. Just make up your mind to finish the year 1926 with the consciousness of having performed your duty to yourself and your union, and make sure that your definition of duty done means one teacher taken from the apathetic, inert ranks and added to the forces of progress.

DeLuxe Trip to Muscle Shoals

During the Holiday Season a limited number of Chicago Teachers will be taken for an educational trip to "*The Garden Spot of the South.*"

Reservations should be made not later than December 20th.

For full particulars communicate with Mr. Beamer or Mr. Richardson at Central 6987-8-9 or Room No. 607, 5 North Wabash Avenue.

Our Locals

Washington Local No. 8 has increased its membership 12½% this month. Would it be more correct to say that Gen. Fries has increased the membership of the Washington Local?

Paterson Local No. 92 heads the list in growth this month. Its increase is over 200%. Hurrah for Paterson. We may look hopefully to Paterson for advancement of the teaching profession and the work that it undertakes to do. On November 26, the secretary, Mrs. Hanson, was entertained at the Alexander Hamilton Hotel in Paterson by a representative group. She was pleased with the spirit of co-operation and sanguine for the future usefulness of the Paterson Teachers' Union.

Sacramento High School Local No. 31 is runner up with Paterson. It shows a growth of 64%. We congratulate ourselves and Sacramento.

Many locals have shown considerable gains. Chicago Men No. 2 and Chicago Women No. 3 have had increases in membership of about 10% and 20% respectively. Minneapolis No. 59 is on the list. San Francisco reports a healthy growth.

The N. Y. Union No. 5 had a luncheon meeting for heads of social and civic associations on the three-teacher case Thursday, Dec. 2. There were thirty-two people present, representing unofficially twenty organizations. It expects to organize in the same way that it did during the Lusk fight. Some of these organizations have already pledged themselves to protest as organizations and as individuals to the Board of Superintendents. On Thursday night of this week the union will have its trade union representatives' meeting on the same question. Over thirty unions have already sent in credentials for their delegates. Joseph P. Ryan, President of the Central Trades and Labor Council, is to be the chief speaker.

Publicity continues in the same splendid vein. The Sunday World had a feature article on Mr. Lefkowitz with a huge caricature of him.

The joint meeting of Chicago Men No. 2 and Chicago Women No. 3 on the evening of Friday, November 19, at the City Club, which began with music and ended with doughnuts and cider sandwiched with spirited talks, was one continuous inspiration towards organization. Prof. Frederick F. Deibler of Northwestern University spoke of the part organized labor has played in the establishment of our public school system; of the changing conditions which make it impossible for the employees of large concerns to talk over their grievances with stockholders or administrative officers; of the fact that since loss of wages means so much more than loss of labor to the firm, organization is absolutely necessary for effective collective bargaining.

Atty. Henry M. Ashton explained the progress of the Federations' suits against fifteen corporations.

The Federations voted to support the Emeritus suit, being taken to the Supreme Court. The Tenure Law is involved in this case.

EDUCATIONAL CONFERENCE, CALIFORNIA STATE FEDERATION, BRANCH OF THE A. F. OF T.

The California Federation of Teachers held its annual convention at Sacramento, November 13, 1926. The Federation favored a provision for sabbatical leave as part of the Tenure Bill. The present Tenure Law, with some of the objectionable features removed, was endorsed.

Sacramento Local No. 31 entertained the delegates at luncheon at the Hotel Senator. Rev. B. B. Blake of the Unitarian Church spoke on Adult Education.

A resolution (printed elsewhere) condemning the action of the Board of Regents of the University of Washington in summarily dismissing President Suzzalo was passed.

Mr. Paul J. Mohr, San Francisco No. 61, was elected president, Miss Olive Wilson, Vallejo No. 26, first vice-president, and the other officers were re-elected.

The Teachers' Federation of Minneapolis Local No. 59 introduced a resolution at the Minnesota State Federation of Labor convention requesting the Federation to lend its support in the next legislature to the establishment of a permanent and equitable teachers' retirement fund to replace the present law and that it endeavor to have passed a law which will embody the principles and provisions of the proposed revision as presented by the trustees of the Retirement Fund. The principles of the resolution with amendment instructing the executive officers to obtain approval of all teachers' locals were endorsed and when approved, assistance in the passage of such a measure was pledged.

Dr. George A. Coe, professor of religious education at Teachers' College, Columbia University, and a prominent member of the N. Y. Teachers' Union, Local No. 5, will retire from active service on February 1.

The labor press very generally gave the A. F. of T. Education Week program fine front page publicity with such comments as the following from *The Dubuque Leader*: "The entire program is marked by strong patriotism entirely free from Jingoism and by a keen appreciation of the problems of this industrial age."

President William Green of the A. F. of L. has sent us this commendation:

"The Education Week Program of the American Federation of Teachers presents an outline for thought and study that would promote broader understanding of civic ideals and higher standards of citizenship.

"This program is commended to members of the labor movement, all wage earners, and citizens concerned for progress for the whole social group."

These comments are particularly gratifying at this time since the Education Week Program was so largely the work of Dr. Lefkowitz of New York, whose promotion to first assistant in history in the Textile High School has been held up, temporarily we believe, by the Board of Superintendents because of charges of lack of "sympathy with some of the fundamental principles upon which our government is founded."

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