

Democracy in Education

Education for Democracy

The American Teacher

THE ORGAN OF THE AMERICAN FEDERATION OF TEACHERS



The
TWIN CITY
NUMBER



DESTINY

*One ship drives East,
Another drives West,
While the self-same breezes blow,
'Tis the set of the sails and not the gales
That bids them where to go.*

*Like the winds of the sea
Are the ways of the fates,
As we move along through life;
'Tis the set of the soul that decides the goal,
And not the storm or the strife.*

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FUNDAMENTALS

TEACH READING, writing, and arithmetic, of course, but not as fundamentals, except as in the learning one is taught to read fine things, to write beautiful thoughts, and to know that in the fundamentals of life the sum of one's happiness cannot be obtained by subtracting from others, and that the way to multiply the value of one's possessions is to divide them with others, especially with those in need. Teach geography, but only that to world knowledge may be added world sympathy and understanding and fellowship. Teach history that against its gray background of suffering and sorrow and struggle we may better understand the present and may project a fine future. Teach civics to make strong the ideals of liberty and justice, and to make free, through obedience, the citizens of a republic. Teach science, but always as the handmate of religion, to reveal how the brooding spirit of God created the world and all that is therein, and see the stars in their courses, in accordance with the eternal laws that He Himself had ordained. Teach music and art and literature. Reveal beauty and truth. Inculcate social and civic ideals.

Teach that which gives intelligence and skill, but forget not soul culture, for out of this comes the more abundant life bringing forth the fruits of the spirit. *These are the real fundamentals in education, for character is higher than intellect and the soul shall never die.*—Randall J. Condon.

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MAY, 1927

One Dollar a Year

Campaign for Tenure in Minnesota

By P. A. McMillen, Local 43, St. Paul

During the last four sessions of the Legislature, campaigns of increasing earnestness have been carried on for a teacher's tenure law. This work has been done almost exclusively by classroom teachers.

The first bill in the Minnesota Legislature was introduced at the request of Miss Florence Rood of Saint Paul Federation of Women Teachers Local No. 28, and Miss Sadie Brotherton, President and Legislative Committee Chairman respectively of Saint Paul Division of the M. E. A. Bill returned to author.

The bill in the next Legislature was introduced at the request of Mrs. Elizabeth Haney of Minneapolis Federation of Teachers Local No. 59. The Saint Paul Federation of Women Teachers Local No. 28 co-operated in this effort. Neither of the first two bills was ever reported out of committee.

Following the failure of this second bill, the Saint Paul Federation of Men Teachers Local No. 43 appointed a committee to study tenure and to draft the principles of a sound tenure law. Members of the two Saint Paul Federations went into the Saint Paul Division of the M. E. A. annual meeting, and secured the unanimous adoption of a resolution to carry on a strong campaign for tenure legislation, and a resolution appropriating about \$1,000 to finance said campaign. Oscar Hallam, formerly of the State Supreme Court, was retained to draft the bill, and to present it at teachers' meetings and legislative hearings. Miss Florence Fish of the Minneapolis Federation of Teachers Local No. 59 co-operated in conferences on drafting the bill, and she and Mrs. Elizabeth Haney of Local No. 59 succeeded in interesting the Minneapolis Division of the M. E. A. in full co-operation with Saint Paul teachers, including the appropriations of about \$1,000 to assist in financing the campaign. Very soon the Duluth Teachers' Association came into the campaign with effective help. A full time worker was employed

jointly by St. Paul and Minneapolis teachers, on a high school salary basis. Our campaign never became really effective until March 1st, or the middle of the session. We succeeded in the House with a vote of 83 to 37 on April 13th. With only one week of the session left, our bill became hopelessly involved in a deadlock in the Senate in the two closing days and died along with 160 other bills. We now realized our inexperience and our inefficient organization. We immediately determined an early reorganization for a more thorough and effective effort, with pre-primary and pre-election campaigns on the bill as it passed the House in 1925, and with a working organization to make such campaigns effective. By conferences the organization was effected and early in 1926 the pre-primary campaign was on, and in the late summer the pre-election campaign. As the bill was drawn for cities of the first class, every candidate for the legislature in cities of the first class was presented with a copy of the bill and other information, and later asked to state his stand on this measure. As a result there were only two representatives and one senator in all cities of the first class who were not committed to the bill. This gave us a very large sponsorship of the bill in both houses, and made it easy to secure practically unanimous recommendation to pass by the committees of cities of the first class to which our bill was referred, and likewise gave us a strong force of defenders in committee of the whole and on final passage in both houses. House File 77 and Senate File 205, identical, were introduced the second week of the 1927 session; the bill passed the House on the 36th day and the Senate the 42nd day and the House again on final agreement on the 43rd day of the 90 day session.

To retrace our story somewhat, our worker went on full time September 1, 1926. Our teacher organization was perfected so that we had a legislative committee in each city, a joint

conference committee of all first class cities, the various subcommittees as needed, and a building representative in each school building who circulated petitions and distributed mail and other information as need arose in primary and election campaigns and in the many interviews of candidates and leaders of civic bodies. Our effectiveness was surprising to ourselves as well as to others. A majority of the main committees were members of the three Minnesota locals, though the other members of the committees were equally active and loyal to the movement, and the rank and file of teachers in all the cities were enthusiastic supporters. Though the M. E. A. had a sub-committee of three, two of whom were members of our federations, to work for tenure, and this sub-committee did wonderfully fine work, the M. E. A., otherwise, did not take an active part in the campaign. The M. E. A. Journal did all the printing we asked, even though the M. E. A. Assembly did not endorse our particular bill in its last session, the resolutions committee having refused to recommend endorsement. Thus, our tenure law is the result of a classroom teacher movement with the leading part taken by our federations, ably supported by all teachers and a large per cent of the principals, in the face of opposition from superintendents, the State School Board Association, and other reactionary interests.

We were fortunate in our worker, Mrs. Alba Ladd of Minneapolis, a progressive Republican woman of great ability and large experience in political and legislative fields. No other cause had such an able worker or seemed so well organized.

Another fortunate legislative circumstance was the frequent and questionable dismissals of teachers in Minneapolis during the past three years. On this account the teachers of that city probably did the most effective work of all first class cities during the last session of the legislature. A brief synopsis of the Minnesota law follows:

1. Probationary period of 3 years. Dismissal during period preceded by 30-day notice of same, written reasons as apply in cases of dismissals of permanent teachers. No hearing.
2. Permanent teaching period with continuous tenure. Dismissals for one or more of following causes, preceded by 30-day notice of written charges, and a hearing if requested by teacher:

- a. Immoral character, conduct unbecoming a teacher, insubordination.
 - b. Failure to teach without having secured a written release from appointment.
 - c. Inefficiency in teaching or in management of the school.
 - d. Affliction with communicable disease may cause suspension or removal while the teacher is suffering same.
 - e. Discontinuance of position or lack of pupils.
3. Written charges must be signed by person making same and filed with school board 30 days before dismissal for all causes except those under "c" for which 4 months notice before close of a school year must be given.
 4. A hearing shall be offered the teacher, and ten days notice of time and place of hearing sent the teacher. She may have counsel and witnesses, and the proceedings shall be recorded. Hearing shall be private or public at decision of the teacher.
 5. Decision at conclusion of hearing by majority of school board within 25 days. If decision favors the teacher the charges shall be physically expunged from the records, and no loss of pay shall result.
 6. Any teacher dismissed for lack of pupils shall receive first consideration for any other position for which she is qualified.

A copy of the bill may be had by applying to any of the three Twin City locals.

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Federation Objectives and Their Realization

Bess A. Tomlinson, Local 59, Minneapolis

We *do* know where we are going "and we're on our way."

The Minneapolis Federation of Teachers, Local 59, has much to encourage it in the way of objectives realized. Minneapolis teachers are more active, more tolerant, and better informed because of "The Federation News," our official publication. Like Paul Revere, The News carries a message at crucial times to wake the teachers to prompt and decisive action.

Minneapolis is one of those cities which has a multiplicity of teachers' clubs. These clubs achieve a certain unity by sending two delegates each to a "Central Committee" which works upon common aims. Ten different groups are thus able to pool their strength in combined effort. Under this plan of joint undertaking, it is difficult for any one organization to claim sole credit for any measure of signal importance. However, the Federation can fairly claim the initiation of the sabbatical leave which we now have.

A single salary schedule, equal pay for equal work, a revision of the board of education rules, and the recently enacted tenure law were obtained by combined action.

From the first, the Federation has firmly believed that its greatest work would be freeing the teacher's mind. Teachers need to be better informed if they are to be of real service to youth, and live fully themselves.

To this end, a Federation committee studied the question of "Teacher Participation" and, after a national survey of teacher councils, presented a plan for a "Co-operative School" in which the teachers would form a governing fac-

ulty. This plan was given considerable publicity with the idea that some adaptation of it might be made locally. So far it has not been tried out, but we haven't lost interest in it. There are more teacher committees at work on school activities because of the publication of the plan. It stimulated the teachers to desire more responsibility and encouraged greater interest in the study of school management.

Our relations with labor have done much to increase our respect for the aspirations of those who by their skill are the moving force in bettering our common civilization. We need to bring to the attention of all those engaged in the work of public education the Promethean task which organized labor performed when it changed the pauper schools provided for labor's children into public schools. The Minneapolis Federation is preparing a leaflet on the subject of the origin of our public schools which will give due prominence to organized labor's part in it.

Through its labor committee, the Federation was able to gain much publicity and support for the teachers' Tenure Bill in the last three sessions of the state legislature, the legislature of this winter having passed the measure by a good majority.

In 1924 the Federation provided for associate membership of teachers outside the Twin Cities in our local. This step was taken to include in our group teachers from neighboring universities who were interested in our plan of organization and social ideals.

Our growth has been slow, but it is sure. In-

(Continued on page 10)

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The Superior Teacher as Discovered by the Teachers Themselves

Florence Fish, Local 59, Minneapolis

We teachers in Minneapolis have had before us for some years a peculiar situation. Our salary schedule is comparatively low, and we have had the sympathy of the administration in our attempts to raise it, but the difficulty has been this. We have wanted it raised for everybody but the administration has wanted a so-called super-maximum schedule by which perhaps 40% of the maximum teachers rated as superior would be advanced in salary.

Up to this time the teachers have refused to vote for this. Their argument has been: "We realize that some teachers are better than others and that a merit system is in theory fairer than an automatic one, but we deny that administrative officials can decide fairly as to the relative merits of teachers, and in short, we prefer a lower salary for all rather than competition for the favors of the administration." Since, however, we do admit that some teachers are better than others, I have undertaken an honest inquiry among ourselves as to what are the fundamental qualities of the superior teachers and as to what the possibilities of measuring these qualities are. I assumed in my questioning ordinary respectability in character, education, and health and went directly to the more elusive points. Many laconic answers have been given by teachers to my question "What do you consider as the most fundamental quality of a superior teacher," and I should like to group them under topics and put them in the form of questions as though we were studying an individual teacher.

No. 1. Background. Does the teacher in question come from a happy family life including congenial parents, brothers and sisters, easy economic circumstances and early introduction to books, and a spirit of consideration and generosity? Is he socially adjusted as a mixer or a leader? Has he self-confidence and poise?

No. 2. Outlook. Has he a definite life philosophy, including a belief that the world is growing better? Is he interested in his own efforts and the efforts of others to help that process along? Is he a curious and alert student in regard to all life's problems?

No. 3. Attitude toward teaching. Does he respect it as a career, not for what it has been, but what it may be? Does he respect human nature for its possibilities? Is he interested in the game of trying to advance human nature in these possibilities?

No. 4. Attitude toward youth. Does he respect them all—dull, average, and brilliant? Can he make himself attractive in order to secure their advancement? Is he ingenuous in plans to help them? Can he sympathize and not intrude? Has he a sense of humor? Is he fair and generous? Can he inspire them to work, and has he a sense of proportion in what is worth while for them to work on? Can he, without self-depletion, give his best efforts to youth and not expect from them any return?

No. 5. Attitude towards employer. Does he consider the public and not an individual or a board as his employer? Is he therefore loyal to what he honestly considers the public interest?

No. 6. Character and brain power. Will he work his best with or without supervision and be generous to all his associates who are showing the same spirit of honor? Has he the clear cut brain power to understand facts, the courage to face them, and the desire of the game to make facts change in the direction of improvement?

If, in the case of any individual teacher, the above questions can be answered "yes," the superior teacher has been found. At least, so says the composite teacher with whom I have discussed this matter. Do you wonder, O administrator, in view of their many-sided views on this subject, that it is difficult for you to convince teachers that you are able to rate them as to their degree of superiority?

The above is my interpretation of many answers that were given me verbally. Perhaps, if teachers would seriously set themselves to study this question "What are the fundamental qualities of the superior teacher" and would keep at it until they had trained themselves to set their own standards, administrators would gladly step out of the discussion and leave the work of raising the teacher level to the co-operative enterprise of the teachers on the job!

Cambridge university students have formed the Hippolytus club to reassert the supremacy of the male. A statement of policy says: "Convinced that feminine influence is eating like a cancer into modern civilization, the Hippolytus club will blaze a trail toward an era of uncompromising masculinity."

George Bernard Shaw, in a new volume, calls every man over 40 a scoundrel, and places such age limit for women at 30.

THE LARGE CLASS

Luella B. Cook, Minneapolis, Local 59

Experiment seems to be proving that pupils in a class of sixty learn as much as pupils in a class of thirty. Such education as can be measured by tests and scales, that is, seems to be unaffected by the doubling of the size of the class. Just what medical science would agree to be the wear and tear on the nervous system of pupil and teacher due to the attendant confusion of numbers, however, has not yet been submitted to scientific investigation. Size of classes, size of schools, size of cities, is doubtless affecting our civilization in ways too subtle for surface analysis. It remains for an expert to estimate the increase of nervous indigestion, due to hurried, crowded lunch hours; of nervous fatigue due to noise and confusion; of neurotic personality due to overstimulation. These effects of the larger class and the larger school have not yet been measured by the experimental schools in colleges of education. Therefore, a final judgment of the success of the large class is hardly in order.

However, there is apparently no reason to doubt whatever the attendant evils, that the large class will function. Some things can very well be taught in groups as large as sixty, in a room designed to hold that large number adequately. Examinations can be given to the large group quite as efficiently as to the smaller. A great advantage appears, even in giving a final examination to a large group, for it saves the making out of separate sets of questions for each of the smaller groups. Some advantage, also, would arise in giving directions and demonstrations to the larger group. A greater unity of result should occur.

A further functioning of the large class is in project work where the large class divides into groups for discussion and stimulation. The teacher uses the first and last portion of a class hour to work with the whole group; the middle portion is devoted to group discussion. Such projects require a room large enough to accommodate six groups of ten each all talking together at the same time.

The serious drawback to the large class is its reduction of pupil participation and of individual criticism.

What pupil-participation there is within the pupil-groups just mentioned above, is not to be compared to the pupil-participation in the groups which include the teacher. Fellow students are not quite the same stimulus for thoughtful work as the teacher, however valuable this training to participate within groups appears. In all of the demonstration classes held in Minneapolis this last year, the teachers were obliged to check the discussion with, "We haven't any more time today. Shall we wait until tomorrow?" In a class of sixty it must be the day after tomorrow or quite probably next week before all may receive an opportunity for expression.

The same is true of individual criticism. In any of the departments where creative effort is encouraged, such as in art or English, pupils must receive less individual attention. The success of mass teaching in certain types of learning is hardly a reason for abandoning the old Socratic method of individual exhortation in creative effort.

With adequate equipment, however, it seems reasonable that a combination of the large and small classes might easily be effected. If the responsibility is divided, two teachers might share three rooms, thereby handling more pupils than either might do individually. The combined groups might meet in the larger room for such things as examinations, outlines, demonstrations, etc., the teachers dividing the work. Smaller groups could meet with the teachers separately in the smaller rooms for such things as individual criticism, individual project work, etc. Some such arrangement as this might meet the administrative needs of more pupils to a teacher without hardships for either pupil or teacher; whether such a scheme results in economy of either time or effort remains to be seen.

It is only by some such device as this, however, with an adequate equipment and a reorganization of our present school day that the large class will function without a sacrifice. The numbers of classes cannot casually be increased without taking into account these other factors. To do so is unscientific.

Perhaps some day Minneapolis will have an experi-

(Continued on page 10)

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The Credit Union of the St. Paul Federation of Women Teachers

Flora F. Smalley, Local, 28, St. Paul

The Credit Union is a co-operative society, organized in accordance with state laws and under the supervision of the State Banking Department. In 1925 Minnesota passed a Credit Union law, and in 1926 the St. Paul Federation organized the second Credit Union in the state.

The primary purposes of the Credit Union are first, to promote thrift in its members by a system of small savings, second, to use the funds accumulated for the benefit of its members by creating credit for them, and third, to educate members in matters pertaining to investment and care of their savings.

The federation felt that its members might well be served by such an organization, since teachers, with limited bank credit feel very often the need of loans, and too often fall victims to loan sharks demanding exorbitant rates of interest. The fact that savings might be made in small amounts also recommended the plan as beneficial for a group of salaried people.

The organization of a Credit Union is made through the National Credit Union Bureau, 5 Park Square, Boston. This is an office maintained for purely philanthropic reasons, by Mr. Edward Filene, a well-known philanthropist. This Bureau will furnish information to any group wishing to form a Union.

The management of the Credit Union is within the membership of the union which is in turn made up of members of the federation. The organization consists of a Board of Directors of nine members, a credit committee which passes upon loans, and a supervisory committee which audits the accounts.

Any member of the federation is eligible to membership upon the payment of an initiation fee of twenty-five cents, and upon subscribing for one share of stock, paid for in small installments, or by cash payment. The member may subscribe for many shares, paying by partial payments.

On joining the Credit Union, a member may borrow money upon recommendation of the Credit Committee, and without the usual securities demanded by a bank. This is a distinct advantage and tends to promote good feeling among members.

Loans are made for provident purposes only; for self-betterment, for house-building programs, for business investments, or for emergencies such as sudden illness or need of hospital residence.

The interest rate for loans is small. Deposits with quarterly interest may also be made, and the earnings are divided among members in the way of dividends. The Credit Union is, in fact, a miniature bank for the benefit of the federation group.

While the Credit Union of the federation is young, it has made a steady growth and has proved of service this year in making loans. It is expected that it will function to great advantage to its members, during the summer months when loans are most necessary.

The Credit Union idea is growing rapidly all over the country, large industrial plants, postal clerk organizations, and teachers having formed them. The federation feels that it has taken a valuable, forward-looking step in establishing one in St. Paul.

ST. PAUL FEDERATION OF WOMEN TEACHERS PRESENTS PROF. MEARNS

William Hughes Mearns, professor of education, University of New York, was brought to St. Paul for a series of two lectures, April 4 and 6, by the Federation of Women Teachers. The lectures were among the outstanding educational affairs for mothers and teachers of the season.

Prof. Mearns spoke on "Releasing the Creative Power of Youth." He has completed five years of research and experiment with original methods in school work at the Lincoln School Teachers' college, Columbia. His experiments resulted in his book on "Creative Youth," and have made him a leader in the progressive education movement, and in constant demand, as a lecturer.

Plans were made for Prof. Mearns to speak briefly to high school children while he was in the Twin Cities. Educators of both cities cooperated to arouse general interest in the lecture course.

ST. PAUL FEDERATION OF WOMEN TEACHERS

WHAT? "From Eve to Queen Marie"—An Evolution Party.

WHERE? Federation Women Teachers' Club Rooms—328 Cedar St.

WHEN? Friday, May 6th, 8 o'clock P. M.

WHY? To entertain Florence Curtis Hanson, Executive Secretary, A. F. of T., and—YOU.

ARE YOU COMING? Yes! (Sign below.)

Sounds interesting, doesn't it? Well, it was.

The History of Group Insurance in St. Paul Locals

Alice M. Hosmer, Local 28, St. Paul

Early in 1926 the members of Local 28, The St. Paul Federation of Women Teachers, began to discuss informally the question of group insurance. An investigation of the various plans available was authorized and a committee of two was appointed to investigate, tabulate and report its findings to the organization.

The study of group insurance proceeded for several months. Life insurance in all its varying forms was studied and after due consideration the committee decided to recommend a plan for accident and health insurance.

A comparison of these forms convinced the committee that what is called the "Cleveland Plan" far surpassed all others. This plan was offered by the United States Life and Casualty Company of Chicago. Inquiries revealed that this company was as old as any casualty company and had an enviable record for paying claims.

While Local 28 was considering the matter, the above company and two other large companies merged into what is now called the Washington Fidelity National Insurance Company thus increasing its capital and strengthening its assets.

The tabulated findings of the committee were placed before the local with the recommendation that the group insurance offered by the Washington Fidelity National Insurance Company be accepted. The report of the committee was adopted, and an application was made for the master policy which became effective May 1, 1926.

By the terms of this policy, the holder receives one hundred dollars per month in case of illness, for a period not to exceed six months, payment beginning on the eighth day of illness. In case of accident the holder receives one hundred dollars per month, beginning with the first day and continuing two years as a maximum. In either illness or accident one hundred dollars for the first month only is allowed for hospital fees. In case of accidental death, one thousand dollars accrues to the estate. There is no limitation in age. Members are subject to no physical examination. No disease or cause of accident is excepted. For these benefits each policy-holder pays twenty dollars annually.

A year's experience has convinced the Federation of the wisdom of its choice of both plan and company. All claims have been cheerfully and promptly paid. Already many members have

been greatly benefitted. As an example, pneumonia and an operation in quick succession brought to one member \$290.00. This on an investment of \$20.00 is not a bad percentage of return.

The St. Paul Federation of Men Teachers, Local 43, was the first body of teachers in the United States to take out group insurance. Early in 1925 they received a policy from the original company.

The provisions of the two policies are very similar. One hundred dollars a month is paid for accident and illness with the same maximum time provision. Benefits begin with the fifth day, and if the illness continues for twenty-eight days or more, the first four days are also included. The principal sum for accidental death is one thousand dollars, with double indemnity if death occurs in a public conveyance. Hospital benefits are identical. The premium paid by members of Local 43 is twenty-four dollars. Both locals are well satisfied with their respective plans.

As with all worth while things, time and effort were required to establish these insurance plans. Nevertheless the projects have paid, not only individually in financial benefits received, but also to the locals in increased interest and stability of the membership.

A protest meeting was held by the American Civil Liberties Union in Philadelphia, April 24. The Bernard F. Schlegel Post of the American Legion held responsible for the dismissal of two liberal professors from the West Chester (Pa.) State Normal School and the suppression of the Liberal Club, was declared more subversive to American institutions than "100% Bolsheviks." The principal speaker was John Dewey, professor of philosophy at Columbia University.

Prof. Dewey defended the right of students and professors to attack the federal administration. He labeled the "hush-hush boys" who try to suppress free speech the greatest menace to democratic government. A resolution from the Willard Straight Post of New York was read by Kenneth E. Walser, denouncing the Schlegel Post for "deliberately trying to suppress the exercise of the privileges of free men under a free government." Dr. Robert T. Kerlin and Prof. John A. Kinneman, ousted professors of the Normal School, also spoke. Morris L. Ernst, New York attorney, represented the Civil Liberties Union in replying to the Legion's attacks on the free speech organization. Dr. Albert C. Barnes of Merion, Pa., of the Barnes Foundation, presided.

TEACHER SUPERVISION

Carolyn A. Reed, Minneapolis, Local 59

In order to consider the matter of teacher supervision, it is first necessary to make a clear distinction between the *rating of a teacher* and the *supervision of her work*. Definite rating systems have existed since 1879, none of which have been satisfactory. They are systems by which a teacher is marked on various characteristics ranging from "appearance" to "teaching ideals" and "pupil response." According to these records the teachers are usually filed in classes. It is to this system that Dr. Abraham Lefkowitz, Legislative Representative of the Teachers' Union of the City of New York, has found seventy-five per cent of the teachers answering questionnaires in New York and twelve other cities are strongly opposed.

Is a fair system of rating possible? Shall the teacher who is mediocre in the class-room, but a good leader in outside activities be rated above the one whose fort lies in imparting knowledge? Shall the highest rating be based upon general intelligence, upon a scholarly knowledge of one's subject, upon the indefinite thing known as personality, upon the leadership of the children, upon strict discipline, upon good nature, or upon a sympathetic understanding? Rarely does one person combine all these traits. Which ones are to be marked in the "A" list? Who shall say? Is it strange that the majority of teachers and many principals find a fair rating system impossible?

On the other hand, teachers are pathetically eager for the right kind of supervision. Dr. Lefkowitz, in his pamphlet, says that he finds the common complaint of the teachers to be, not that there is too much supervision, but too little. The great majority of teachers would welcome an understanding, helpful, appreciative, and constructive supervision. Where is such supervision to be found?

It is certain that we cannot escape supervision should we wish to do so. Is it not better, as Dean Haggerty of the University of Minnesota suggested in his talk last spring to the teachers of Minneapolis, that it should come from within rather than from without? Since there is no accepted standard of teaching, just what the nature of the oversight of a teacher's work is to be is bound to be a matter of personal opinion. It would then, seem fairer and more helpful that the nature of the supervision should, in the first place, be based upon the opinion of more than one person; and that it should, in the second place, be based, at least partly, upon the opinion of one in immediate touch with the classroom problems—in other words, that there should be teacher participation. Why should there not be one "teacher-supervisor" for each department throughout the city, or for each group of allied departments? Such a "teacher-supervisor" should be chosen by popular vote at a meeting of the given department, the voting teachers always keeping in mind the kind of personality which is inspiring and helpful rather than fault-finding and petty. Such a teacher should serve for one year only at a regular teacher's

salary, and should be given all of his time for supervision.

How can the visits of this "teacher-supervisor" be made profitable to the classroom teacher and to the system? Through appreciative comment, suggestion, and free discussion between the visitor and the visited, as between fellow-teachers. The "teacher-supervisor" may make suggestions from his wide knowledge of the methods of other teachers throughout the city, or the teacher may explain his objectives and plans.

With this addition to the regular supervisory force, the Working Conditions Committee of the Minneapolis Federation of Teachers submit the following plan to the teachers for supervision as a possibility.

I. That the supervisors of the teacher's work shall consist of three persons; (1) the representative of the main office, (2) the principal of the building, (3) the teacher-supervisor.

II. That the object of the "teacher-supervisor" shall not be to rate a teacher, but to give him help.

III. That whenever a representative of the main office shall visit a teacher, within two weeks after that visit, he shall send to the teacher a written statement of his opinion of her work with favorable or unfavorable comment.

IV. That the principal shall send to every teacher in his building once a year a written statement in regard to the teacher's work, and that the teacher shall have the right of discussion if he so desires.

V. That the "teacher-supervisor" shall be called into consultation by the principal in case of doubt in regard to a teacher's work.

FEDERATION OBJECTIVES AND THEIR REALIZATION

(Continued from page 5)

terest grows in our problems as we gain new experience and new social contacts. We hope to take a greater part in the development of our public school system and be of greater service to the adult groups who need our help as we need theirs to create a higher ideal of worthy citizenship.

THE LARGE CLASS

(Continued from page 7)

mental school in which these modern devices are first tried out under the conditions, under which they would have to function permanently. What a small school of 200 may do under favorable conditions is hardly a standard for a school of 2,000. Yet that is the present criterion in the matter of day classes. A large class in a small school in which conditions are adjusted to meet the experiment would not have the attendant evils of a large class in a large city school in which conditions and equipment remained the same. An experimental school adjusted to the conditions of our system is the next step towards progress in this matter.

MANUMIT

A Trade Union Contribution to "Experimental Education"

Nellie M. Seeds, Exec. Secy.



Manumit is the first experimental school for the children of the workers established under the joint management of trade unionists and educators.

Picturesquely located in the foothills of the Berkshire Mountains, near Pawling, New York (sixty-four miles north of New York City), where nature combines with intelligent pedagogy to stimulate the creative instincts of childhood, Manumit possesses a physical setting of rare beauty and charm. It presents more than the usual formal collection of school buildings and playgrounds. Its basis is a farm of 177 acres, with fertile fields and intensively cultivated soil, well stocked with cattle. A babbling trout stream meanders by the mill and along the foot of Cobble Hill, offering the children infinite opportunities for swimming and water sports.

The school buildings consist of a low, rambling colonial farm house, containing the school dining-room and kitchen, library, social room, class rooms and several dormitories; a gymnasium; two faculty and student dormitories; a craftshop, carpenter shops, and the various barns and out-houses connected with the farm.

Manumit believes in the tenet of modern educational theory that education is life. Because of its physical opportunities for a well-rounded life, it can truly provide an atmosphere where the child may develop every potentiality that lies within him. Children at Manumit are free, as only children in the country can be, to seek out the job that they like, and then to do it.

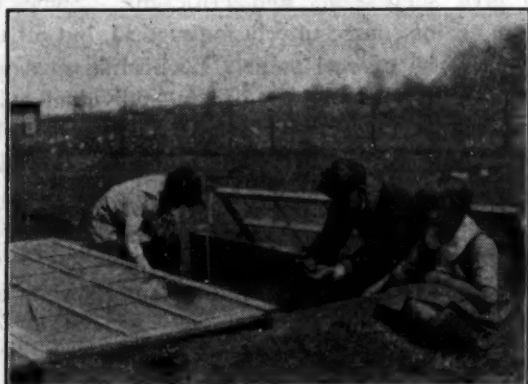
But freedom does not mean license. Far from it. The school is an autonomous, self-governing

community. All affairs, both of school and community life, are frankly and freely discussed in the weekly meeting. The children are made to feel that the school is theirs, and do not hesitate to give suggestions and criticisms. Some of them are of course utterly impractical, but others prove to be of real value. Each child presents them with the dignity of an individual who knows that his seriousness of purpose will be recognized, that he will not be snubbed nor discouraged from expressing himself merely because he is a child. The principle of one individual, one vote, governs all community meetings, save on questions of health, safety, and educational procedure.

Even in formulating the curriculum, the children can choose the subjects which they desire to study, and determine to a considerable extent what their activities or projects shall be. But instruction at Manumit is not the formal classroom instruction of the ordinary school. Each child is accepted as a complete individual. He is not pumped full of any kind of propaganda, neither capitalist, socialist, nor communist. No "ism" of any kind is taught. He is encouraged and allowed to think for himself. In order to render his thinking accurate, information is presented to him as scientifically as possible, in as large doses as he is capable of absorbing and assimilating. The trade union movement, for example, is pictured to the child as it is in few other schools; the children are made to appreciate the truly heroic struggle that labor has made to gain its rights. Other information, often withheld in our public schools, is presented to the

children in the light of modern scientific interpretation. His normal desire for information and enlightenment is satisfied just as fully as time and the knowledge of the instructors will permit.

The children are divided into groups, six in number, each under the supervision of a group teacher. As nearly as is practicable, the work of each group centers around some activity or project which occupies the major part of their attention, and from which emerge naturally, and quite as a by product, problems in numbers, language, history, geography, and science. Thus, these subjects come to the children's attention not as abstract subjects, unrelated, and pigeon-holed in separate water tight compartments, for which lessons must be studied and marks are awarded, but as concrete, obviously related branches, whose usefulness has been satisfactorily demonstrated.



Group II (age eleven years) has adopted as its project this year, the construction and furnishing of a cottage which they hope to occupy next year. Eager little fingers turn over the pages of numberless magazines, looking for advertisements and pictures that appeal to them. They learn to write formal notes to Messrs. So and So asking for catalogue and complete information concerning their model heating plant, or scientifically constructed windows or frigidaires, or flooring, or wall boarding, or whatever it may be. They must do problems in arithmetic as they plan the number of rooms that they want, their size and shape, or as they stake out the land with rule and measure. Climatic conditions must be taken into account—amount of snow, rainfall, depth of frost in winter, the intensity of heat in the summer, the prevailing winds and like

considerations—in determining the character and equipment of the new building. They do not realize that they are studying arithmetic, English, geography. They get them as part of a game. And they retain them as no formal instruction can be retained, because they are actually related with some life experience.

The community appoints five committees to conduct and superintend the various school activities; health, recreation, scholarship, works, and a candy committee.

All of the work of the school, inside and out, is performed co-operatively by the members of the community, which includes in addition to the children, eight resident teachers, a farm superintendent with two assistants, a superintendent of buildings, a domestic science expert with two assistants, and a trained nurse.

The inside works committee assigns squads for preparing meals, setting and clearing the tables, washing and drying the dishes, for sweeping and cleaning and other necessary activities. The outside committees in co-operation with the farm superintendent plan and discuss the care of the animals, ploughing, planting, gardening, etc., and determine the amount of co-operation which the children can give.

The candy committee was created by the children themselves, as a result of the criticism that they were eating too many sweets, and that some regulation was necessary. The committee purchases in large quantities, retails to the children for a half hour after lunch, three times each week, and devotes the profits to recreation. No child may purchase more than 5 cents worth at a time, and no proxy order can be given without a written signed demand. This arrangement not only regulates a question always difficult with children, but satisfies their desire to settle it themselves.

Of the eight teachers six are group teachers, and two are specialists in music and art work, who take the various groups at stated hours.

The work of the music department is interesting in the extreme. No child is accepted in the department because he is sent there. He must come of his own accord and initiative. At the close of the fall term, there were only two children in the school who had not expressed their desire to study music in some form. The work

centers more or less about the school orchestra, which comprises not only a piano, trumpet, violin and several ukeleles, but other more unusual instruments such as ocharinas, mirimbas, tambourines. A ukelele was constructed by one boy out of a cigar box, a zither out of a chalk box. One boy who has been very ill for some months, has saved dozens of the little glassvials containing his medicine. These are arranged in rows of seven held together by wire, or a wooden frame, filled with evenly varying quantities of water, and blown upon to produce even sound gradations—veritable pipes of pan. The children also construct their own drums in the carpenter shop, and paint them in the art department. Three of the children have composed original compositions which the school orchestra has played. One girl of thirteen who has studied McDowell, has written Indian music, based on his style, and has also set a poem of Eugene Field's to music. Harmony and the history of music are studied, not as subjects, but incidental to the writing of music. The department also organizes group singing, and is now planning to put on a Gilbert & Sullivan operetta.

The art department is equally original and free. Here again the inventive genius of the child is allowed full scope. Wood cuts of many of the school activities, or of seasonal significance are designed and executed by the children. Materials for painting, coloring, modelling, wood carving, basket work and weaving are all at hand, and instruction and advice given to the children as and when they demand it. The school possesses a printing press, and a few of the boys are interested in the idea of printing a school magazine. The thirteen year old group this year has selected the publication of a group newspaper as their project for the term. The only limitation on the work of the department, in short, is that of lack of equipment and space to branch out into other activities. With the creation of a shop center, which the school is now working for, the manual activities of the school can all be better co-ordinated, and more adequate equipment for them provided.

Work in the social sciences is again quite different from the formal procedure of the ordinary school. Administration of justice, law, and court procedure are taught to the children by example, rather than by precept. Just before

Christmas group VI staged a mock trial in which each child was assigned his part, which he played with the utmost dignity and seriousness. In discussing the outcome of their trial, and its broad social significance, the children came quite naturally to considerations of social justice and methods of administering it, of the fairness of jury trial, of inducements to distort and misrepresent facts, and of prevalence of graft. In other words, they learn civil government not as an abstract question out of a book, but as a living dynamic factor in every day life.



Illustrations might be duplicated ad infinitum showing how Manumit gives information to its children, not out of lessons, but out of life. The imprint left on the child is one that the passages of days and weeks does not easily eradicate. The work of every department is co-ordinated with that of every other department. The psychologic power of association is utilized consciously and extensively by the school in its effort to offer to its children a broad and lasting education.

The school has culled the best that it can find from modern educational theory. Teachers and professors in universities who stand high in their respective fields serve on the board of directors of Manumit, and offer valuable advice and counsel.

All of this is offered to the children of trade unionists at a rate within the reach of any worker. Applications for admission are naturally so numerous that the school is forced to refuse many who desire to come. But with the building of new dormitories, and increase of number of scholarships, accommodations will be materially increased.

(Continued on page 20)

Illiteracy—The Negro's Fight to Wipe It Out

Mary L. Mason
Washington, D. C., Local No. 27

Out of the Wilderness;

Out of the night

Has the black man crawled to the dawn of the light;

*He has come through sorrow and need and woe,
'And the cry of his heart is, "To know, to know."*

With the true artist's universality of sympathy, Ella Wheeler Wilcox has poignantly expressed in her *PROBLEM*, the passionate desire of the American Negro to become literate, not merely in the sense of being able to read and write the dominant language of his country, but capable also of understanding its usages, standards and ideals, while possessing himself of the tools of American civilization in order to make himself understood, and in order to make acceptable that which he is able and anxious to contribute to this great people in process of making, on these Western shores.

The New Negro no longer thinks of himself as the next step above the brute creation; he knows his background had great value to him however it may be considered by others; he knows that he is overcoming a handicap of environmental readjustment to climate, culture, language and thought such as was never required of any other people.

No other racial group on this continent, in the sense of being absolutely without the accustomed media of communication was ever so illiterate as the Negro; for the Indians had the immense advantage of familiarity with the physical nature of the country.

The young Negro of America knows full well that his history in the Western hemisphere did not begin at Jamestown, but that his ancestors were probably somewhere here, long ere that, but for purposes of my story let us begin at Jamestown and place the illiteracy among all classes of the Negro population at one hundred per cent. Steadily since that time he has been fighting to wipe the blot of ignorance from his racial escutcheon.

His keenest weapons have been a burning desire to know, an insatiable longing to achieve, a determined will to be heard and understood.

The Negro has fought illiteracy as individual knights-errant, in small groups, like raiding parties in the desert; he has fought in alliance with his friends of noble humanitarian impulse; he has fought it organized into church groups like pilgrim knights on a holy crusade; he has fought it as a part of the organized force of the state as a soldier in the regular army of his country would fight. So limitless has been his desire, and so ardent his endeavor that no field of art or science now exists, which does not find among American Negroes its votaries.

When we think of slavery we seldom consider the two widely separated categories into which it fell, patriarchal and commercial. Under the first system, the intensely religious forbears of present day Americans taught their slaves things they felt imperative, as a father would teach his children; then, too, pious missionaries of France and Spain devoted themselves to the improvement of both Indians and Negro slaves. So the spark of knowledge fell into fertile individual soil, and was as carefully nurtured and transmitted as was the sacred fire of Vesta, by the holy virgins of idolatrous Rome. It is noteworthy in the history of the American Negro that many of the outstanding individuals have been associated with teaching, and that of the most sacrificial type. Lott Carey, founder of Missionary work in Liberia, Robert Smalls, Alfred Jones, another Liberian missionary, Frederick Douglas, Scarborough, Greek scholar and grammarian, are just a few examples.

The history of the rise of educational effort in the District of Columbia may be found like a fascinating romance in a report sent to the Bureau of Education in 1870 by Geo. F. T. Cook, the colored superintendent.

Think of three unlettered colored men, George Bell, Nicholas Franklin, and Moses Liverpool establishing in 1807 a school for free children of color about the time that the first attempts to educate publicly any child was undertaken in the district. The Cook family, Henry Smothers, Mary Wormley, George McCoy are only a few of the names of pioneers who organized and maintained through almost superhuman effort,

with a poverty almost unthinkable, some sort of private schools where the fight for the knowledge of the book was maintained. The District of Columbia was unusually rich in these rare souls, but few places exist throughout either The North or The South where some zealous Negro had not established some educational agency. Booker T. Washington's effort at Tuskegee, Mary McLeod Bethune's work in Florida, Fanny Jackson Coppin's school at Cheyney, Penn., are not exceptional, save in degree of success and the outstanding genius of their founders.

Group effort became a part of Negro life with the establishment of the first crude independent Negro churches about 1796. Earlier than one would think, these separate churches joined to make denominations, whose literature as expressed in their books of discipline show unusual depth of insight into matters of religion and moral conduct; very soon these church denominations began to attempt some educational work; their Sunday Schools were schools for giving the letter as well as the Spirit, and some church libraries still possess the old primers and spelling books which were fountains of knowledge to these struggling people.

When emancipation with its larger opportunities came, these church denominations made support of schools a part of their religious duty, and out of their poverty Negroes taxed themselves to put schools where there was greatest need for them. Notable has been the work of Negro Baptists, of Independent Methodist bodies, and of the colored members of churches which were not racially separate. At this time Negro churches are supporting in this country one hundred seventy-five schools whose property is valued at \$4,000,000. Some of these schools have grown into notable centers for the training of leaders; among them are Wilberforce, Ohio; Kittrell, N. C.; Livingstone, N. C.; and many others.

With the social ostracism, and political persecution, with the privations, and disasters, the noble teachers who went South during the reconstruction days must certainly have succumbed had it not been for the whole-hearted response and the eager co-operation which their work received from the pupils themselves. With the establishment of the Freedmen's Bureau the Negroes showed their gratitude and their sense

of its value by giving of their penury, \$785,700; since that time their cumulative contributions total forty millions of dollars to the sacred cause. The Jeanes and Miner Funds, the work of the National Education Board and the splendid Rosenwald challenge to manhood have all elicited support. Up to this time Negroes have given for the building of the new era schools under the Rosenwald control \$2,249,700.

While fostering schools, Negroes have not failed to support such social agencies as the Y. M. C. A., the Y. W. C. A. and similar agencies which link people with the life of their times.

The Negro Press has been like a tanks corps in the onslaught upon ignorance. The weekly papers have given high praise to learning and to the dignity and value of scholarship. Negro magazines like Opportunity and the Crisis have encouraged education; they have fought discrimination in the apportionment of school funds among whites and Negroes by giving the ugly facts the light of publicity; they have furnished a market for Negro authors and journalists; they have encouraged talent by the gift of prizes and scholarships; they have organized a school of young Negro artists who are making a new school of beauty in American art and giving a glimpse into the drama of the Negro's soul.

In February, 1927, the Negro Press is demonstrating its value by fostering Negro History week, a time set apart by The Association for the Study of Negro Life and History, for giving to the world information about the worthy place in the world's history and the history of America borne by Negroes. Dr. Carter G. Woodson, founder of this movement, came off the farm at the age of seventeen and stayed not his quest for learning until Harvard handed him his Ph. D.

For half a century Negroes have realized that their strongest offensive against illiteracy must come through the training of the Negro teacher. Had the funds spent to date on Negro education always gone to competent teachers, the reduction of illiteracy would be much greater.

Early in their own development schools like Hampton and Tuskegee recognized the need of touching and enlightening those who out of their own poverty of information were attempting to share what they had. These schools have sent over the South field agents; they have held

institutes and conferences, and the response of the eager rural teachers with their wealth of consecration to a great service has been wonderful.

Dr. Lucy E. Moten's work for teachers at the Miner Normal school in Washington attracted the praise of European educators; the Booker T. Washington demonstration of the worth of vocational training has furnished a model for many schools in America, in Europe and in Africa; a great university for the same education of natives on the West Coast of Africa has been established under the Phelps-Stokes Fund administration, and Dr. Aggrey, native chieftain educated in an independent Negro Church school in America (Livingstone), with his Ph. D. from Columbia, is in charge.

The states have for the most part found it best to commit Negro education to Negro teachers who are meeting ever increasing demands for greater efficiency. The results obtained by the more than forty-two thousand public school teachers of color are more and more apparent in Negro life. The national percentage of Negro illiteracy was reduced to 22.9 in 1920.

A day of wider opportunity for the Negro has dawned; in many places the supervision of his fight on illiteracy is committed to his own hands; the heads of the colleges where leaders are trained realize that the paramount task of the Negro teacher is to develop the best gifts of the Negro for the enrichment of the new civilization now in the making; there is a chair of African History at Howard University; there is a Hamitic League to inform the nation; there are among him teachers who realize the place of hard labor in his life and who would have Negro children know and honor labor throughout the earth, and expend their utmost for the advancement of the men and women who bear life's heaviest burdens with least meed of praise or gain. Most of all these teachers would have him able to express his keen appreciation of beauty, his keen faculty for happiness, his sure feeling of kinship with the spiritual and his deep desire that the vision of human brotherhood may become constantly more real.

To do all the good one can.

To love liberty above everything.

And even if it be for a kingdom,

Never to betray truth.

—Beethoven.

WEST CHESTER AND FREE SPEECH

Dr. Robert T. Kerlin, head of the English Department of the West Chester State Normal School and Prof. John A. Kinneman of the Social Science Department have been dismissed, after the West Chester Legion post had attacked the Liberal Club for criticizing President Coolidge's Nicaraguan policy.

The Post Commander Samuel Long declared that students in a tax-supported school had no business criticizing the government which was giving them an education. Protests were sent to the governor and an investigating committee appointed. Both professors supported the Liberal Club against the Legion assault. No explanation has yet been offered by the trustees for their dismissal. The professors charge that they incurred the hostility of John Hollinger, business manager of the school, who "practically dictates all policies." Of ten other instructors also discharged, many are objecting that Mr. Hollinger's personal animus is the reason.

That politics had played a part in the teachers' dismissal was denied by Principal Smith and Commander Long. Dr. Smith saying that long-contemplated reorganization was responsible and Commander Long giving credit to the Legion because of its attack on the Liberal Club for criticism of President Coolidge's policies in Mexico and Nicaragua.

Defying the ban of the Principal Andrew Thomas Smith, the Liberal Club of the West Chester State Normal School, Pa., has met twice and unanimously passed resolutions urging a public hearing on the action of school authorities in suppressing the club and discharging two professors for alleged "radicalism." Telegrams of encouragement have been sent the liberal students from all over Pennsylvania and New York. The Yale Liberal Club, the Willard Straight Post of the American Legion, New York City, and Representative Hamilton Fish have commended the Club on its stand for free speech. Dr. Kerlin already has a record in fighting for free speech.

MAGAZINE SUPPRESSED FOR DEFENDING OUSTED PROFESSORS

The Bison, student publication of the Oklahoma Baptist University, has been suppressed for publishing resolutions asking for the reinstatement of three professors discharged for teaching evolution. The discharged professors are Sinclair D. Conley, head of the Psychology and Education Department; A. B. Newell, head of the English Department, and J. Vernon Harvey, of the Botany Department. A mass meeting of students protested.

Dr. W. S. Spears, president of the Board of Regents, in explaining the dismissal of the professors, said: "The great Baptist hosts of Oklahoma are fundamentalist to the core and desire Oklahoma Baptist University to be maintained upon this principle. This board, as their servants, is set to protect the Baptists of Oklahoma in their educational institution against any form of evolutionary teaching."

TEACHERS UNION APPEALS FOR OUSTED TEACHER

The Teachers Union of New York City has asked the Board of Superintendents to investigate the dismissal of Charles Wagner, substitute teacher in the Berrian Junior High School allegedly for teaching evolution to seventh grade students. Wagner claims that the ground of "inefficiency" given by the principal is only a blind. He charges that Dr. William F. Kurz, his principal, has threatened to blacklist him in all New York City schools because he published his version of the dismissal in local newspapers. New York educators have objected to reported rules forbidding the teaching of evolution to students in the junior high school.

According to newspaper announcement, 23 teachers were requested by the Board of Education to hand in their resignations. Seventeen have complied; the other six will demand hearings. Without a doubt the Portland school system needs to rid itself of a lot of dead timber which has accumulated under the old regime. The present administration is making an effort to clean house, and is doing it with the full support of the Board of Education. It is no secret that the Board of Education is placing increasing reliance upon the judgment of the superintendent and his assistants in all matters pertaining to the hiring and firing of teachers. As indicated by a proposal at one of the board meetings recently, there is a movement on foot to make the superintendents and other administrative officers into a sort of Board of Managers with delegated powers. In view of the provisions of our emasculated tenure law, this tendency on the part of the Board of Education is interesting and will bear watching. If the experience of last year's trial of three teachers is of any worth, it is almost a safe bet that those six teachers who have determined to apply the provisions of the law and ask for a hearing will be wasting their good money on counsel. The superintendents have asked for the resignations of the six teachers; the Board has acquiesced. It is not likely that the Board will reverse itself and thus question the judgment of the superintendents when the day of trial comes. The teachers union wants incompetence eliminated from the schools but it also wants justice rendered. The freedom of spirit of the competent teacher is at stake. Our present school administrators are admittedly the fairest in their treatment of the teachers that our school system has yet seen—in the opinion of those who have been long in the system. But unlimited power endangers justice. And, furthermore, if we teachers sit by and do nothing as the years go by, we shall some day get just what we deserve—a complete Prussian system. It is time we prepare for two years hence when the legislature again meets. Let us ask for a real tenure law for Portland and for the state. We have nothing to lose and everything to gain by putting up a good scrap; for such an objective.—*Bulletin, Portland Teachers' Union.*

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

—Thomas Carlyle.

"EPIDEMIC OF HARD NAMES"

President Frank, University of Wisconsin, says, "The highest impertinence is a hasty misinterpretation of the mind and motive of others.

Dr. Lichliter, a Columbus, Ohio, pastor, asserts that we are living in an era of inaccuracy, and that the use of the epithet instead of argument is the result of lack of intelligence.

There was a time in the history of organization before the World War and the Russian revolution when anyone who differed in principle or policy with established authority was called a "crook." Times and manners have changed. Now when there is an honest difference of opinion, we hear applied the epithets—Red, Communist, In the pay of Moscow, Pacifist, Bolshevik.

If we agree with President Coolidge who has publicly declared compulsory military training undemocratic and tending to a warlike spirit, we are labeled "Red."

If we agree with the American Legion that the international mind should be developed through education, holding with them:

"We urge writers and teachers of the youth of our land to inculcate in their pupils an appreciation not only of our own national virtues, but also of those of other nations and races, and an understanding with and sympathy for their glories and ideals. We advocate an exchange, on a large scale, of pupils and teachers

with foreign countries, in our schools and universities. International sports should be encouraged. We advocate the truthful exposition of the facts of history to the end that the causes of war may be recognized and determined. Those charged with the responsibility of teaching the young are urged and requested to study how best to educate mankind in international good will."

(Par. 7, American Legion Resolutions adopted at Omaha, 1925.)

We are "in the pay of Moscow."

If we believe with Senator Borah in non-intervention in Nicaragua and the settlement of difficulties with Mexico by arbitration, we are referred to as "Communists."

What is the basis of progress? Honest discussion of some common end desired by all? If we are all headed for the same goal—peace and security—we ought to be able to go together and not resort to hard names, the evidence of ignorance.

An anonymous communication sent to this office, addressed to the editor, contains this underlined statement,

"Note that the State has power to see that teachers are of good moral character and patriotic disposition, that studies essential to good citizenship are taught and that nothing inimical to public welfare is taught. This decision should be followed by housecleanings in many of our public schools, as well as in many private ones."

We thank our anonymous correspondent for his communication which has given us a new occasion to restate our position on War and Education. It will be seen that we are in hearty agreement in a common "patriotic disposition" and a desire that "studies essential to good citizenship," and "nothing inimical to public welfare" be taught.

Washington objected to the Tory attitude which sought to preserve constituted authority; we object to the Tory attitude to-day which proposes to tell us what we shall think, what we shall discuss, and which answers not argument with argument but argument with epithets and insinuations and anonymous communications.

Abraham Lincoln has said,

"I shall try to correct errors when shown to be errors, and I shall adopt new views so fast as they shall appear to be true views."

To be as patriotic as Washington and Lincoln means to be able to know when new conditions

demand governmental changes and to be brave enough to make the experiments necessary.

In this connection also it were well to restate our position on the incomparably valuable principle and policy, Freedom of Discussion,

Academic Freedom

"Change is the law of progress. If the social value of change is to be secured, teachers and pupils must be free. Unless such freedom is assured intellectual stagnation is inevitable. In certain states of the Union the violation of the principle of academic freedom has been seriously menaced if not nullified by legislation based on mistrust not only of the intelligence of teachers, but of their unselfish devotion to the state and to the ideals of the teaching profession. As teachers loyal to our profession we cannot but deplore the growth of the un-American spirit of political, religious and economic intolerance abroad in the land.

"As teachers we especially fear the effect of the present wave of intolerance in education on the task of providing the schools with enlightened teachers. Without freedom in the intellectual life, and without the inspiration of uncensored discovery and discussion, there could ultimately be no scholarship, no schools at all, and no education. The minds that now seek an outlet in education would be driven off into other fields, if, indeed they could find a reason for existence anywhere."

WAR AND EDUCATION

Instead of scrapping educational machinery to meet pleas of economy if such pleas are justifiable, then economy should be undertaken by curtailing naval and military organization. The funds thus saved should be devoted to education, so as to make the children of America not only guardians of our revolutionary and constitutional heritage, but pioneers of a better social order—an order built not on special privilege or personal gain, but on service for all. Not the development of robots, but the development of character and nobility of soul should be our goal. War not only militates against the development of the highest type of citizens, but is destructive of all that is best. It makes for the survival of the biologically unfit, for economic disorganization, for misery, chaos, and for hatreds which make future wars inevitable.

We must meet propaganda for war with propaganda for peace. Our great task is to organize for peace by appealing to the hearts and minds of the growing manhood and womanhood of the nation entrusted to our care. Let the schools become the training ground for the warriors of peace, righteousness, and for political, social and economic justice. Then the goal longed for by the lovers of progress and mankind will surely be attained.

To achieve the end so ardently desired by the lovers of peace, the schools must first root out those narrow ambitions and ancient animosities that haunt and domi-

nate Europe and replace them with a desire for organized co-operation, which alone can develop an international mindedness without which no world machinery, however admirable, can function. The American Federation of Teachers should seek to have the states enact legislation, or, better still, complete our plans for a world conference of educators with a view of reconstructing our textbooks in literature in the social and natural sciences so as to eliminate national egoism, race hatred, the glorification of war, and the substitution therefor of the teaching of the truth about war—its cold-blooded butchery, its elimination of the biologically fit, its economic chaos, its debts, starvation and disease. We should not glorify the heroes of war, but rather the heroes of peace as symbolized by the physician who risks all to discover a cure for leprosy or the idealist who holds fast to a minority view.

Third, we should endeavor to have Congress enact legislation that would empower the president to work for the outlawry of war and the creation of an international tribunal for the settlement of such disputes as may arise on the principles of an international code to be developed and codified.

Fourth, we should support such measures and movements as seek to have the United States participate in international conferences called to consider reduction of armaments and such economic and social matters as are of vital concern to mankind to the end that imperialistic conflicts and the wars they produce may be forever banished.

Sixth, we should support measures which seek to prevent the use of government funds for the support of compulsory military training in public schools and colleges. We are opposed to the conscription of American manhood by educational institutions, as tending to develop the military spirit. Compulsory military training, which is a poor substitute for physical training, is educationally unsound since it substitutes automatic for rational reaction. What may be far worse, compulsory military training engenders an attitude of mind, menacing to world peace, because it recognizes war, as a normal social phenomenon placing upon citizens the duty to participate in it.

The outcome of the struggle between war and peace, upon which so much depends, rests largely with the schools and the colleges. It is therefore, encouraging to the lovers of peace and brotherhood to find the young men of our Colleges objecting strongly to compulsory military training. The American Federation of Teachers hopes that this opposition to military training, and especially, to the domination of such training by the Department of War with the resources and prestige of the government behind it, will grow until compulsory military training is completely wiped out of every educational institution. Only through such a victory will a peace mind-set gradually develop and help undermine and finally nullify the organized efforts, being made to fix more firmly the war mind-set, which unfortunately still dominates mankind.—*Resolution adopted by Tenth Annual Convention of the A. F. T.*

\$50,000 IN PRIZES FOR YOUNG PEOPLE

The Woodrow Wilson Foundation is offering two prizes of \$25,000 each to the young man and the young woman who shall present by October 1st, 1927, the best essay on the subject, "What Woodrow Wilson Means to Me." Contestants must be between 20 and 35 years of age.

What is sought is a non-partisan appraisal of the principles, standards, ideals of the World War President. No biography or analytical criticism is desired: praise and blame are alike to be used sparingly. A fair appraisal of principles, standards, and ideals—that's all; what William Green has called "a map of Woodrow Wilson's mind." To be sure this description President Green applied to "Selected Literary and Political Papers and Addresses of Woodrow Wilson," but it applies equally well to what we understand is desired from the essayists in this contest. They may agree or disagree politically, in party allegiance or fundamentally, with Wilson, but they should be able to present a "map" of his ideas dispassionately and with an original slant, avoiding long quotations. Only one article may be submitted by each contestant, and it must not exceed 2500 words.

Further particulars about the contest may be secured through the Woodrow Wilson Foundation, 17 East 42nd St., New York City.

Selected Literary and Political Papers and Addresses of Woodrow Wilson. Preface by Ida Tarbell. Introduction by Ray Stannard Baker and Professor William E. Dodd. 3 vols. Grosset & Dunlap. \$2.00.

We have had many critical estimates of Mr. Wilson—personal recollections, interpretations and explanations. With the appearance of this popular edition of Wilson's Papers and Addresses—one that includes the literary as well as the political writings—we are able to get at last a clear picture of the man and his ideas through the crystal-clear medium of his own personal style.

Here are practically all Mr. Wilson's early theories on government and society, the ones which he later elaborated into political proposals. Here are his literary and historical essays on Burke, on Adam Smith, on Robert E. Lee, on Abraham Lincoln. Here are all the important documents of his later political career. Here is his first article written while he was a student at Princeton. Here is his last public address.

The result is a veritable map of Woodrow Wilson's mind—one that shows the gradual illumination of his ideals under the buffeting of experience. Woodrow Wilson understood, as few statesmen have understood, the viewpoint and the problems of the common man. It was this understanding, this desire to make of our government a government of *all* the people, that underlay his career. Very apparently, he thought of himself always less as a governor of the people than as their spokesman.

To read these books is to realize this all over again. Woodrow Wilson's policies were always an attempt to apply the ideals and principles of the founders of the Republic to present day problems—to industry, to

finance, to politics, and finally to world affairs. More than anything else, he was a twentieth century Jefferson who believed in the ability of the ordinary man to direct his own destiny.

The amazing thing about the papers in these volumes is their variety, their many-sidedness. Here is the wisdom of a philosopher who was not a metaphysician, a statesman who was frequently impatient of small politics, a man of letters who so mastered the art of written and spoken discourse that he carried even into his most familiar speeches the high dignity of literary art. And with it all, a human personality, sometimes reserved in oral discourse, but delectably revealed in the printed page. He who would know Wilson, the man, may find him in these books.

What makes the set extremely interesting is the inclusion of the literary essays. In a sense, they are of one piece with the rest of his work, yet they reveal to us a man deeply read in the humanities—a writer who, even when confined to subjects purely literary, is worthy to rank with the best America has produced.

To judge from the publishers' statement, the occasion which has brought forth this inexpensive set is the current \$50,000 Prize Essay Contest which the Woodrow Wilson Foundation, 17 East 42nd Street, New York City, is conducting on "What Woodrow Wilson Means to Me." This Contest includes both sexes between the ages of 20 and 35 and is for the best essay of 2500 words written by one man and one woman. The publishers have brought out this set so that Wilson's writings may be readily and inexpensively accessible. It is an extraordinary achievement in good book-making, at an unusually low price.

Those of us to whom America and the Declaration of Independence are something more than empty words—those of us who have faith in democracy, and who believe that Woodrow Wilson, whether we agree with his proposals or not, was one of its great prophets—such people will find these volumes dynamic, vital and stimulating. They provide an unusually interesting and rounded view of one of the outstanding personalities of our times. No matter what one's political leanings may be, to read them is to secure a liberal education in American history, letters and politics.

MANUMIT

(Continued from page 13)

To the forty or more individual children who are fortunate enough to live at Manumit, the school is a veritable open sesame to a broader and fuller life. To the labor movement as a whole, Manumit hopes to serve as a laboratory school. Education like the mumps and the measles can be made truly "catching" if it is of the right kind. The school system of our country rightfully belongs to the workers who created it. If they can demonstrate in their own laboratory school the infinite possibilities of a free education, they are in a position to insist that the same principles be applied to the public schools.

THE THREAT OF LEISURE

The Threat of Leisure (Yale University Press) presents the perils that endanger our machine-blessed age because Satan finds some mischief still for idle hands to do.

As to the quality of our leisure, the author points out that the very definition of the word has passed from "an opportunity to do something" to "a chance to do nothing." As to quantity, his presentation of our present condition will be to many of his readers a surprise.

Of machinery he says:

"Controlling civilized man as it has done, it has forced leisure upon us and turned us, whether we wished it or not, from a people to whom toil was our breath to a nation of idlers, little knowing what to do with our surplus time." "With Rome and with other nations, which obtained leisure through slave labor, the leisure class was a small proportion of the population; but in America today the leisure class is practically the whole population."

The progressive reduction of working hours and increase of production owing to development of machinery, Dr. Cutten expounds with somewhat sketchy statistics in the chapter, "Where did we get our leisure?" The answer leads to a defense of industrial civilization.

As to the charge of deadening monotony, he says:

"The complaint against the machine does not come principally from the operatives themselves, or, at least, not from many of them. It comes from people of high intellectual ability whom chance has landed in a factory, or from other persons of equal intelligence who have never worked in a factory. . . . It is like the mother who imputes her own feeling of pain if a safety pin were embedded in her flesh to a young baby, similarly conditioned, but whose consciousness is not yet sufficiently developed to experience much or any pain."

To the charge of restricting initiative and stifling individuality, the answer is that the intelligence of the majority is equal only to a machine task; let us, therefore rejoice that the machine task is there to keep so many of us out of mischief for some few hours of the day anyhow. "The employer is careful to see that the time he purchases and pays for is not wasted, but there is no employer to insure similar control over leisure hours."

The main idea of the book, that there is a "duty of honest leisure," will meet with agreement and sympathy, and so will the suggestions for revision and extension of the educational system. But the picture of working-class—or must we say leisure-class—conditions sounds like a fabrication, likely to be considerably amusing to workers.—*The Federal Employee*.

Without the union all labor would still be the victim of the long day, the insufficient wage and kindred injustices. Under the present organization of society, labor's only safeguard against a retrogression to former inhuman standards is the union.—*Commission on Social Justice, Central Conference of American Rabbis*.

The Progressive Education Association, devoted as it is to the advancement of education through the encouragement of more liberal procedure, has rendered real service in its publication of these two manuals on Music and on Art. These volumes give an idea of the types of creative art and music being developed in schools scattered over the United States. What is here assembled, ranging all the way from the earliest kindergarten to high school work, gives ample evidence of the talent latent in the ordinary child. The articles, written by teachers doing this new type of work, show a healthy divergence of opinion and an interesting variety in approach. Underneath all is an unshakable belief in the creative ability of children. They fully and beautifully reveal the new spirit and method, with a wealth of suggestive discussion and a rare selection of reproductions of children's work in both art and music.

We have here something more than books for teachers. They are of the greatest value to parents also, as showing what children can actually do. They are an exposition of what to look for, what to understand, and what to encourage. They are a rich demonstration of the artistic and musical possibilities of our children when their natural powers and spontaneous enthusiasms are given opportunity for free expression.

Creative Expression Through Music. The January issue of "Progressive Education." A symposium on newer methods of teaching instrumental music, singing, rhythms, and music appreciation by Thomas Whitney Surette, Katharine K. Davis, Harriet Ayer Seymour, Elizabeth Newman, Calvin B. Cady, Edith Potter, Satis N. Coleman, Ruth Doing, Norval Church, Peter W. Dykema, Helen Goodrich, Ellen W. Steele. Eighty pages, seventeen half-tone illustrations. Price per copy, Sixty cents.

Creative Expression Through Art. A reprint in book form of the April, 1926, issue of "Progressive Education." A symposium on the newer methods of instruction in art, by Hughes Mearns, Frederick G. Bonser, L. Young Correthers, Willy Levin, Peppino Mangravite, Florence E. House, Elizabeth Byrne Ferm, Lucy Sprague Mitchell, Florence Cane, Margaret Naumburg, Ellen Steele, Helen Ericson. Eighty pages, one hundred reproductions of children's original creations, fifty in color, fifty in black and white. Attractively bound in boards. Price per copy, One Dollar and a Half.

We affirm as one of the cardinal principles of the trade union movement that the working people must unite irrespective of creed, color, sex, nationality or politics.—*A. F. of L. Convention Declaration*.

Let us make and keep the government of the United States free from special interests and responsive to the people. We must maintain and constantly guard the heritage of liberty left us by our fathers. Let us stand up and fight for our own liberties and that of the generations to follow. Sincerely yours,

Robert M. La Follette.

CONVENTION

The Eleventh Annual Convention of the American Federation of Teachers will be held June 28th to July 1st, 1927, at the Webster Hotel, 2150 Lincoln Parkway West, Chicago. The hotel is delightfully and conveniently located fronting Lincoln Park, 15 minutes by bus or L to the theatres and principal shops. The service is unexcelled.

The management of the Webster Hotel has made a special rate of \$3.50 per day for a single room and \$2.50 per day for two in a room. There are a number of very good hotels and residences with pleasant rooms to rent in the immediate vicinity. If the delegates will inform the national secretary of their wishes, arrangements will be made for them. If anyone cares to share a room with another, an agreeable adjustment can doubtless be made.

The membership is urged to present to their locals for careful consideration subjects of importance and locals are urged to transmit these to the national office.

WHY DO WE HAVE ADVERTISERS?

It is generally accepted in publishing circles that a periodical makes money, if it does, not from the sale of copies, but from the advertising it carries. It is not the purpose of the American Teacher to make money, but to be self-supporting.

Certainly the small amount each member pays for the American Teacher would not pay for a magazine of the scope and type, which we desire to publish. The difference must be made up by the advertising which appears in this magazine.

But the business men to whom we may go for advertising are not primarily concerned in the American Teacher, or even in the American Federation of Teachers. They take advertising space, and pay the money which helps produce this magazine only if they think by advertising in it they stand a chance of increasing their own sales.

Some of them are uncertain as to whether they are reaching persons through this magazine or not. There is just one way of proving it to them. Federation members who make use of the advertising columns can clinch our arguments by referring to the American Teacher advertisement.

One reference to "Your advertisement in the American Teacher" would prove more than all the promises we could collect.

Katonah, N. Y.—Trade unionists of Reading, Pa., are establishing a "Jim Maurer Scholarship" for Brookwood Labor College in honor of the veteran labor leader who was born in Reading 63 years ago. The scholarship will provide tuition and maintenance each year for a worker from Reading to study at the school. The Federated Trades Council authorized funds to be raised for the scholarship following a recent address by Clinton S. Golden, business manager of the school, setting forth Brookwood's program.

James H. Maurer, for 15 years president of the Pennsylvania State Federation of Labor, was one of

the group of labor men and women who were instrumental in establishing Brookwood six years ago. He is chairman of the Brookwood Board of Directors and also president of the Workers Education Bureau of America.

Brookwood is entering on a building and endowment campaign for \$2,000,000 to enlarge the capacity of the school to 100 trade union students and to provide an income from invested funds sufficient to meet half the annual budget and allow for summer schools, extension courses and research. The control of the school rests primarily with representatives of unions, which have established scholarships for their students. Faculty, students and alumni are also represented on the board of directors. A. J. Muste is chairman of the faculty, and all of the teachers have been active in the labor movement.

We are in receipt of the following letter from Mr. Sumner H. Slichter, Department of Economics, Cornell University, Ithaca, N. Y.:

"Dear Miss Hanson:

"Several months ago you very kindly sent to the Cornell Laboratory of Industrial Relations copies of issues Number 1 and 14 of Volume 1 of your Monthly Bulletin. Our file is now complete except for the issue of January 5, 1922. If we could obtain this issue we would be in a position to bind the volume.

"I wonder if there is any possibility of your finding some member who could and would supply us with this issue. The usefulness of this material in our classes is much restricted when it is not bound.

"Yours very truly,

"SUMNER H. SLICHTER."

If you can supply number 8 of Volume 1 of the Monthly Bulletin will you please forward it to this office?

A Challenge to Those Who Talk About Russia

THE WANDERING UNIVERSITY
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number of teachers and non-students.*

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National Student Federation
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Our Locals

The following telegram was recently sent by Local 189 to the principal of the West Chester State Normal School, Pa.:

"To Dr. Andrew Thomas Smith, Principal,
"West Chester State Normal School,
"West Chester, Pennsylvania.

"For the future teachers of American school children to be taught by normal school instructors who are denied academic freedom is calamitous.

"We believe that servility breeds servility and that if the schools are to produce free, unafraid American citizens, the teachers must live and work in an atmosphere of freedom and self-respect.

"Local 189, American Federation of Teachers, therefore strongly protests against the reorganization which has resulted in the dismissal of several of your teachers, and urges that they be reinstated."

St. Paul Federation of Women Teachers No. 28 and St. Paul Federation of Men Teachers No. 43 held their annual joint luncheon at the New Lowry Hotel on Saturday, May 7. This was a very brilliant and successful affair. Mrs. Florence Curtis Hanson discussed problems interesting to classroom teachers under the topic "What's Your Average?" She pointed out that we are living in a changing and changed world, that teachers are the architects of the social structure and as such, since we have well advanced the technical and mechanical means of getting a living they must now point the way to life and living together.

Minneapolis Local 59 gave a largely attended dinner at the Radisson Hotel on Thursday, May 5, as a part of their organization campaign. Secy.-Treas. Florence Curtis Hanson was a guest and spoke on the economic and social significance of the teacher unionization movement under the topic, "Well, Why Not Now?"

Mrs. Mary L. Huey, principal of the Atlanta Opportunity School, has been named a member of the Committee to represent the City Teachers' Association in the Atlanta Federation of Trades. The Atlanta Journal of Labor pays a tribute to Mrs. Huey's business and executive ability.

The California and Portland locals will probably share in the publication of a Pacific Coast number of the American Teacher, either in June or in the fall. Our local in March agreed to the plan and word has come that there is favorable consideration of the plan among California locals.—*Bulletin, Portland Teachers Union.*

CHICAGO NUMBER

Peter A. Mortenson: Permit me to thank you for the copy of the American Teacher and to congratulate you on the Chicago number.

New Haven: The Chicago number, American Teacher, is fine. So big and interesting.

St. Paul: The Chicago number is great.

Minneapolis: The Chicago number was fine.

FAVOR R. O. T. C.

A communication signed by thirty men teachers of the Chicago High Schools objects to the statement that a large number of teachers do not favor military training in high schools and colleges. It states that they are "quite strongly in favor of military training as now conducted in our Chicago Public High Schools."

E. E. Schwarztrauber and H. A. Director are giving a course in Post War Labor History at the Portland, Oregon, Labor College. This course includes a study of the Chinese and the Mexican situations and deals with European developments as well.

Junior High Schools in Chicago were the subject of discussion by the Education Committee of the Chicago Federation of Men Teachers at an open meeting held at the City Club Friday, April 8. In conjunction therewith a tentative report with reference to these schools was submitted for further study of this vital question.

Victor A. Olander, secretary-treasurer of the Illinois State Federation of Labor, was not at all in accord with the report.

He took the same position he advocated several years ago when the Chicago Federation of Labor, in accord with his conception of this change in the school system, condemned the junior high school as detrimental to the majority of school children. The Federation then emphasized that the junior high school system virtually sidetracked the children of the workers to the factory door. It was said then that the junior high school system is an educational switching arrangement, intended to reduce the cost of public education by turning large numbers of children away from the high school and putting them on a sidetrack that ends at a factory door.

Asst. Supt. Bogan replied to Mr. Olander and defended the Junior High School as established in Chicago, citing statistics to show that pupils were kept in school rather than turned away.

E. E. Schwarztrauber visited Seattle and Spokane in the interest of organization during the vacation week, April 18-23.

Dr. Robert F. Kerlin, Philadelphia, Selma M. Borchart, Washington, and Margaret Forsythe, Philadelphia, represented the American Federation of Teachers at the Annual Meeting of the American Academy of Political and Social Science held at the Bellevue-Stratford, Philadelphia, April 22 and 23.

FEBRUARY ISSUE

Have you a copy of the February, 1927, number of the American Teacher to spare? There has been such an unprecedented demand for copies that our supply is exhausted. If you have a copy, will you please send it to the office of the American Federation of Teachers, 327 S. La Salle street, Chicago?

Buy Union Stamped Shoes

We ask all members of organized labor to purchase shoes bearing our Union Stamp on the sole, inner-sole or lining of the shoe. We ask you not to buy any shoes unless you actually see this Union Stamp.



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