

Democracy in Education

Education for Democracy

The American Teacher

THE ORGAN OF THE AMERICAN FEDERATION OF TEACHERS



Pacific Coast Number

A Tribute

"Knowledge may be gained
from books; but the love of
knowledge is transmitted
only by personal contact.
No one has deserved better
of the Republic than the
Unknown Teacher."

—HENRY VAN DYKE.

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THEREFORE when we build let us think that we build forever. Let it not be for present delight, nor for present use alone, let it be such work as our descendants will thank us for, and let us think as we lay stone on stone, that a time is to come when those stones will be held sacred because our hands have touched them, and that men will say as they look upon the labor and the wrought substance of them, "See! this our fathers did for us."—John Ruskin.

EDUCATION does not mean teaching people what they do not know. It means teaching them to behave as they do not behave. It is not teaching the youth the shapes of the letters and the tricks of numbers, and leaving them to turn their arithmetic to roguery, and their literature to lust. It means, on the contrary, training them into the perfect exercise and kingly continence of their bodies and souls. It is a painful, continual and difficult work to be done by kindness, by watching, by warning, by precept, and by praise, but above all—by example.—John Ruskin.

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At a meeting of the general membership of the Teachers' Union in the City of New York, Local 5, American Federation of Teachers, the following resolution was adopted:

Whereas, The Chinese people have been conducting a long struggle for national independence;

Whereas, The success of their struggle for freedom is threatened by the battleships and troops of four or five great powers and at any moment the mobilization of troops and marines may lead to another world war;

Whereas, The trade unions of China are playing a leading role in the struggle for a free China, a struggle which will raise the standard of living of the Chinese workers and prevent investors in Chinese industry from using the low-paid Chinese workers to reduce the living standards in America; therefore be it

Resolved, That we adopt this resolution and urge the American Federation of Teachers to bring this resolution before the attention of the Executive Board of the American Federation of Labor to extend its fraternal aid and support to the Chinese Labor Movement and to the national movement for independence in their efforts for a higher living standard and for a government free from outside imperialist domination; be it further

Resolved, That we request the withdrawal of our marines and battleships from China, the cancellation of unequal treaties which oppress China, the recognition of the Canton National Government by the government of the United States.

The American Teacher

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JUNE, 1927

One Dollar a Year

The California State Federation of the American Federation of Teachers

Samuel Gerald McLean, Local No. 31

The California State Federation of the American Federation of Teachers was organized in San Francisco in October, 1919, by representatives of the locals then existing in the state, namely, Vallejo (1), Fresno (2), San Francisco (1), Visalia (1) and Sacramento (2). The affiliation of further locals with the state organization was made optional. Furthermore, the discretionary right of locals to affiliate with the state Federation of Labor was definitely recognized.

The objects of the state organization were to bind the young locals firmly together against attack from enemies of the teacher-union movement; to create a centralized representative authority that would not only tend to guide the policies of locals, but would also be in a position to speak for a large body of California teachers in times of crises; and to build up a central fund for the defense of any teacher suffering unjust treatment at the hands of local school officials.

The experience of the past seven years has amply justified the existence of the State Federation. The State meetings, executive and delegate, have furnished excellent opportunities for the discussion of general educational policies and of the difficulties besetting particular locals and teachers. The class-room teacher has had a chance to express his viewpoint clearly and fully. He has been given a conscious entity with a perspective extended beyond customary class-room routine into the broad field of general educational development.

In matters of legislation the State Federation has been effective out of all proportion to its numerical strength. During sessions of the State Legislature it has often maintained an official teacher representative at the State Capitol to watch over educational interests in general. In addition, Paul Scharrenberg, Secretary of the California State Federation of Labor, has always worked in the closest co-operation with union

teachers to rally labor members to the support or opposition of school bills. Finally, the Sacramento locals, right on the spot night and day, during sessions of the legislature, have rendered to the teachers of California and indirectly to the teachers of the United States a wealth of arduous service that has never been, and doubtless never will be, fully understood and appreciated outside the union movement.

An outstanding piece of legislative work was the enactment of the California Teachers' Tenure Law, which provided that after two years' probationary service, a teacher could not be arbitrarily dismissed by a school board without a public hearing at which he might be represented by counsel.

Again, amongst other measures sponsored by the State Federation was the Teachers' Retirement Bill providing for an increase of some 300% in the teachers' retirement allowance after some 30 years' service. Conflict between Governor Richardson and State School Superintendent Wood—who, by the way, has always been a faithful friend of the Federation—resulted however, in the veto of this measure as well as of other school measures equally progressive. An important thing from the union standpoint, however, has been the recognition of the State Federation as a definite factor in the educational work of the state.

The State Federation has gone openly to the support of teachers believed to have been unjustly treated by their school superiors. In Fresno, for example, before the enactment of the state Tenure law, several teachers were dismissed on the ground of incompetence (?). A libel action against the City School Superintendent was started and *WON*. Although under the law as it then existed, it was impossible to force reinstatement of the accused teachers, yet their records were publicly cleared and the superintendent very

soon left Fresno!!! Similarly, in the cases of Owens v. Santa Cruz Board of Education, and Hardy v. Albany Board of Education, the State Federation took a financial interest.

But perhaps the greatest service that the State Federation has rendered the teachers of California and of the United States, has been to force some democratization at least of the old-line orthodox teachers' associations. To my mind, that has been, the truly great work of the American Federation of Teachers also. Such has always been the real mission of liberal minorities. The class-room teacher has been given some recognition in the deliberations of general teachers' associations; he has even been allowed to have a separate class-room organization as superintendents have had all along and here and there he has been given the privilege of sitting in on Councils of Administration.

The tragic thing is that with such democratization comes the seed of the destruction of the democratizing agency itself. The young teacher, born into an educational world already comparatively democratized through the bitter sacrifices of his predecessors, sees little excuse for the existence of an organization whose professed original objects are apparently more or less identical with those of an old association to which, willingly or unwillingly, the great herd of teachers belong. He knows not how or when the old reactionary organization stole the thunder of the new liberal one. Furthermore, there is always the silent pressure of the ruler on the movement that in any way threatens to cramp his authority. Well has J. Russell Smith of Columbia University said: "While a benevolent despotism is the most efficient type of government, history records no means of keeping despots benevolent."

THE SAN FRANCISCO FEDERATION OF TEACHERS' PROGRAM OF ACTION FOR THE YEAR 1927 No. 61

1. Revision of the Course of Study for Grades 7-12, Inclusive, on the Basis of Junior High and Senior High Plan.
2. A Professional Library for Teachers with Reading Room Facilities.
3. One Year Off with Half Pay After Each Ten Years of Service for Purposes of Study or Travel.
4. An Adequate State Tenure Law for Teachers.
5. Equal Pay for Teachers Having Equal Experience, Preparation, and Certification.
6. Co-operative Bulletin for Publicity Purposes.
7. Retirement Regulations.
8. An Educational Building.

SABBATICAL LEAVE

Paul J. Mohr, President, California State Federation of Teachers and Local No. 61

In our previously published program of action for the year 1926-7, item three, was "One year off with half pay after each ten years of service."

The first step toward a realization of the privileges and benefits of sabbatical leave has been accomplished for the teachers of California in the enactment by our legislature of a bill which authorizes boards of education to grant special leave on part pay to teachers who have served at least seven years in the district.

A committee of representatives from teacher organizations of the bay region was formed early in the school year, and an active campaign was begun through the teachers of the state in favor of the principle of sabbatical leave. Individuals and officers of organizations were requested to confer with their legislators and ask their support and cooperation.

At the request of the joint committee the City Attorney of San Francisco drafted a bill in the form of an enabling act authorizing boards of education to grant leaves on part pay and also providing for the exchange of teachers. The preliminary work had been so well done that the bill, when submitted to the legislature, found little opposition in the assembly and none in the senate. It is now before the governor for signature.

The provisions of the bill briefly are as follows:

1. One year off with pay not to exceed one-half the regular salary after seven years of continuous service in the district. (Short leaves for illness do not interrupt the continuity of service.)
2. Exchange of teacher with one of another state or nation. A temporary certificate may be issued to the exchange teacher for a period of one year. The teacher on exchange is paid his or her regular salary by the board granting the leave.
3. Absence on account of sabbatical leave or exchange of teacher is not to be deducted in computing the length or continuity of service for retirement or for salary increments.
4. The above leaves may be granted to those in administrative positions as well as to classroom teachers.
5. Boards of education are authorized to make necessary regulations for carrying out the provisions of the act.

The next step is to get local boards to put in operation a system of granting the desired leaves.

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The Portland Teachers' Union

E. E. Schwarztrauber, Vice-Pres. American Federation of Teachers
Local No. 111

(The following account of the Portland Teachers' Union is not given on the assumption that its history and its achievements are anything unusual. They are not. However, when some day the story of the growth and development in America of the movement for organization of its teachers is fully told, a record of such growth and development in its integral parts will be most valuable. The American Federation of Teachers will do the teachers of America, and the labor movement in particular, a great service in making available the materials for such a story by encouraging the local teachers' unions throughout the United States each to make their contributions to the project. Some one with the spirit and the enthusiasm for such a task will then come forward to weave the parts into a connected whole. The Portland Teachers' Union herewith makes its humble contribution toward that end.)

The Portland Teachers' Union began its existence in 1919. It was a child of necessity. The Great War had boosted the cost of living to a point which made teachers feel the pinch. Portland had an unenviable record for paying its teachers low wages. In 1914 the maximum was \$1,350. In 1916 an increase of \$250 was granted the teachers and they looked upon their \$1,600 as a munificent sum—until they began to pay bills on the ever rising price level. Agitation, therefore, began, but by the time it had got well under way, the war had ended and the period of deflation of wages had set in. Teachers therefore saw themselves in a worse state than before even with the \$300 increase which had hardly kept them at the pre-war level.

In the meantime, labor in the city of Portland had had its heyday of high wages and phenomenal growth. Never had it felt such power in numbers and in full treasuries as during the Wilsonian period of encouragement. Teachers could not but make comparisons. Meek and submissive, they had accepted gratefully the crumbs that had fallen to them from the riches which showered itself upon the nation as it helped to make the world safe for democracy. Labor, through effective organization, had secured new levels in wages. Even in slow-moving, conservative Portland, labor was becoming daring enough to think of building itself a permanent home, a con-

summation realized in 1921. Its evident prosperity was an object lesson to teachers.

The American Federation of Teachers was at that time fortunate in the possession of funds for maintaining organizers in the field. Miss Josephine Colby, then of Fresno, California, was doing some active work up and down the coast educating the teachers in the necessity for a new type of organization. The term "teachers' union," thrilled some of us and alarmed others. But the idea was novel and, at the time, a good many Portland teachers flirted with it. Committees were authorized in both grade and high school organizations to make a study of teachers' union activities elsewhere. Public meetings were held for the purpose of allowing open discussion of the question. The Oregon Civic League, an actively functioning organization of men and women at that time, invited Charles B. Stillman, then touring the West on an organization campaign, to present his case before the public at a noon luncheon. Teachers, who were present at that meeting in large numbers since it was on a Saturday, expressed, in no uncertain manner, their sympathies for the speaker. Further publicity on the unionization of teachers, now an issue in staid old Portland, came from the newspapers who were naturally shocked that teachers should be thinking of being so undignified as to affiliate with labor.

It was an organizer who finally did the work in Portland, and did it among high school, not grade, teachers. The grade teachers had a strong local organization controlled by a small group of teachers hostile to teachers' unions. In the spring of 1919, a committee was authorized by the high school teachers to make an investigation and bring in a report on teachers' unions in the fall. On this committee were some of the most active leaders of the association. A majority of the committee were favorably inclined to the formation of a union. They set to work. In the meantime Mrs. Mary Brennan Inkster, then doing organization work in Seattle, had come

down to Portland to speak before a meeting of high school teachers. Mrs. Inkster in the course of her lecture urged immediate signing of the charter for a local. A few signed. At an evening meeting, the required number of signatures was secured and the union was launched.

The signers of the charter were later charged with having acted without authority. They had, but subsequent events proved that had they waited for authorization from the High School Teachers' Association, there never would have been a union in Portland. In spite of opposition, membership in the new union grew until, by the end of the following school year, it included about 30% of the high school teachers of the city.

Without doubt, the impelling motive in 1919 for membership in the teachers' union, then known as the High School Teachers' Union, was the hope that through it leverage might be secured for prying loose another increase in salary. The fact is that in the fall of 1920, the Board of Education promised the teachers an additional \$500 per year, thus raising the maximum to \$2,100. Whether that raise caused loss of ardor for unionization or whether the novelty of being affiliated with workers had worn off, membership began to fall off as it was doing in the world of the worker at large. And with the population of Portland steadily increasing, thus necessitating an increase of one-third in the high school teaching staff, the teachers' union is not yet back to its former numerical status. It remains a minority group. Yet it is in this connection an interesting coincidence, scarcely necessary to point out, that the second salary increase came a year after the organization of the union.

Opposition to the union, by the press and by the school administration, was most in evidence at the time of its organization, and for a time afterwards. For some three years no official recognition was accorded the union by the superintendent's office. Gradually there came a change, until by now the union is practically on a par with the other school organizations in the place accorded it in school matters. Its services are sought particularly where it can act as a bridge between the schools and the local labor unions.

The activities of the union have been varied and valuable. In 1921, it was instrumental in the formation of the Portland Labor College. Its members were on the original committee which presented to the Portland Central Labor Council the plan for a labor college. From its ranks have been drawn a large share of the teachers for the classes. A former president of the teachers' union was for four years director of the college. A member of the Board of Representatives of the college is always supplied by the teachers' union. In fact the backbone of support of the Portland Labor College has been the teachers' union.

Space will allow scarcely more than a naming of further activities the union has engaged in. When the thrift campaign brought banking into the schools, the union protested the undue pressure being exerted on teachers by the local bank interested in the project. When the American Bankers' Association, through its local branch, sought to establish its type of propaganda in the schools by means of lectures to seniors of the high schools, the union gave aid to the labor college in its efforts to secure similar rights for labor lectures in the schools.

When Senator Eddy, of the state legislature, attempted, at successive sessions, to revise the high school course of study by legislation in the interests of "practical business men," the union aroused opposition, and, at the last session, helped definitely to defeat such revision. During the past winter it has actively aided the labor college in putting across a series of open forum lectures.

The Portland Teachers' Union, as it is now called since the opening of its membership privileges to grade teachers, has consistently conducted studies within its own group on economic questions, international relations, and the problems of the teaching profession in general. It sponsored a successful conference of history teachers in the city on "Objectives in History Teaching." At the present time it is making a study of teacher load, propaganda in the schools, sabbatical leave, teachers' tenure, and problems in progressive education.

The people never give up their liberty but under some delusion.—Burke.

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The Development of Junior Colleges in California

Edward I. Cook, Sacramento Junior College, Local No. 31

Unexpected growth of our high schools within the past decade flooded the colleges and universities with students to such an extent that relief became imperative. Proposals were of two kinds: (1) limit the number to be admitted, arbitrarily or by selection; (2) provide a new type of institution.

The pressure of numbers coming from the high schools, coupled with the desire of parents for additional educational opportunities nearer home, rendered the restrictive policy unacceptable. The number of students graduated from the high schools of California increased from 8,963 in 1916 to 23,992 in 1926. One-tenth of all high school students in the United States are enrolled in the schools of California.

A junior college as it is known in California is an institution that provides two years of college work on four years of high school. As early as 1907, high schools were permitted to give some work of college grade. Few schools, however, availed themselves of the provisions of the law. In 1921, the present law was enacted which provides for junior colleges in the following types of districts: (1) district junior colleges in high school districts; (2) union junior college districts; (3) county junior college districts. Before a junior college can be established in any district, it must have an average daily attendance of four hundred in high school and an assessed valuation of ten million dollars.

High school boards in districts having an assessed valuation of three million dollars are authorized to establish junior college courses of study covering not more than two years of college work. They may include subjects required for the junior certificate at the University of California and such other courses as they may deem advisable.

There are at present eight separate junior colleges in operation and three more have been authorized by the State Board of Education. There were 3,479 students enrolled in 1926. To these should be added 2,293 students enrolled in junior college courses given in nineteen high schools, making a total of 5,772 students that have received instruction in the first two years of college work. This number is considerably in

excess of the number of freshmen in the state university.

Figures furnished by the Sacramento Junior College present striking evidence of the popularity of this new type of school.

Year	Reg. Ex.-Hr.		Total	Graduates	Faculty	Budget
	Students	Students				
1922-23	198	174	174	22	(Mixed with H. S. 2 yrs.)	\$ 50,944
1923-24	227	352	579	40		78,466
1924-25	402	320	722	54	22	97,255
1925-26	516	331	847	85	27	121,850
1926-27	727	405	1132	130		162,037

This is the largest junior college in the state but its growth is fairly typical of the others.

From the funds derived from the Federal Mineral Lands Act of Feb. 25, 1920, the state appropriates \$2,000 for each junior college and \$100 for each student in average daily attendance. Additional funds are raised by county and district taxation. If students from a county having no junior college attend elsewhere, the tuition is provided by the county in which the student claims residence.

The law provides that all graduates of California high schools shall be admitted and other persons eighteen years of age, if in the judgment of the principal they would profit by the instruction, may be admitted. Graduates of the high schools are divided into two classes: (1) those students having fifteen recommended units and (2) those having less than fifteen recommended units. The University of California accepts for admission to the freshman class only those of the first group while the junior colleges must accept all who graduate from high school.

To this second group, the junior college offers another chance to secure a college education. If a non-recommended student enters junior college and does the work required for the full two years, the faculty may recommend him for transfer to the upper division of the university. It has been found that approximately one-third of the non-recommended students coming from the high schools attain the standard required for recommendation to the university. Touton of the University of Southern California found that 40% of the non-recommended group from high school

rated higher than the average of the recommended group.

The junior college is frequently described as an "isthmus." But it is more than that. For an increasing number it provides "terminal facilities." Students who do not plan to complete a university course and those who find it inadvisable to continue for the full four years, but who desire to pursue work in cultural or vocational subjects for one or more years are enabled to do so without feeling under obligation to explain ever afterward why they did not graduate from college.

To meet the needs of the community, many junior colleges offer extra-hour courses in music, art, dramatics, history, languages, education, psychology, social science and a variety of other subjects. In these courses and in the regular classes are found increasing numbers of people who are continuing their education while following their regular vocations.

As to the standards of work done in the junior colleges, a recent statement by Ray Lyman Wilbur, President of Stanford University, is in point: "The quality of the instruction in the junior colleges offers at least as satisfactory preparation as does our own lower-division work, judged on the basis of our experience." Stanford is preparing to turn over the lower division work to junior colleges. Other higher institutions will doubtless consider the policy.

For California, it may be said with some degree of assurance that the development of the junior college has proceeded far enough to indicate that "the normal public school system of an established community will soon have its junior college."

BIRTH OF BETTER LABOR PLAN SEEN IN PEACE BANQUET IN FRESNO

In Fresno on December 8, 1926, occurred a banquet, the spirit of which would have been interesting to any union teacher. The organized workers of Fresno entertained their employers in what is expected to be the first annual get-together of employer and employee in Fresno. The result as prophesied by speakers will be a still finer spirit of co-operation between capital and labor. One of the speakers of this banquet said, "Employer and employee meet on the basis of just plain ordinary friendship and citizenship with no condescension or patronage on either side."

Members of Fresno's teachers' union were seated at one table with their guests, the city superintendent of schools and members of the board of education.

MR. PAUL J. MOHR, PRESIDENT OF NO. 61, AND THE CALIFORNIA STATE FEDERATION OF TEACHERS

Mr. Paul J. Mohr, president of No. 61, and of the California Federation of Teachers, is a widely-known educator. He is a graduate of Oberlin College, holds a degree of Master of Arts from the University of California, and is also a member of the national scholarship society, Phi Beta Kappa. For many years, he has taught Mathematics at Polytechnic High School, where he now holds the position of Head of the Mathematics Department, Dean of Boys and Vice Principal.

Ever since the constitution of No. 61 was adopted, in 1920, Mr. Mohr has served as president. As it would seem very unfamiliar and strange not to see Mr. Mohr at his daily duties at "Poly," so it would seem very strange to think of No. 61 without President Mohr, so intimately and directly has his deep interest, influence and efficiency affected the organization. He has been serving for some time as delegate to the Labor Council and has been honored with the position of Chairman of the Educational Committee of the Council. Our interests, professional as well as educational, in the Labor Council, have, therefore, been most ably represented.

Every professional movement in San Francisco, which has for its aim the improvement of the condition and status of the teacher along professional and educational lines, finds Mr. Mohr as a leader. Two years ago he was Chairman of the Joint Salary Campaign Committee of the different teacher organizations, which successfully culminated in a salary increase for every teacher in the San Francisco School Department. Mr. Mohr served on the Sabbatical Leave Committee; the result of this committee's work being the sabbatical leave bill, which has just passed both houses of the legislature, and is now awaiting the signature of the governor.

The officers and members of No. 61 are proud that their president is the state president of the California State Federation of Teachers. When Mr. Mohr was elected president of the State Federation, last December, he was asked by one of the officers of No. 61 about the state convention. With characteristic modesty he told all of the details except his election as state president. Two weeks later the chagrined officer found out that Mr. Mohr had been elected president of the State Federation.

We know that progressive measures will be carried on, that wise judgment and tolerance will prevail, as Mr. Paul J. Mohr, efficiently, quietly and modestly carries on his work as president of No. 61 and of the California State Federation of Teachers.

Sacramento, Calif., May 25, 1927.

ARE SCHOOL HOURS TOO LONG?

Physicians attending the annual meeting of the New York State Medical Society at Niagara Falls are reported to have been unanimous in the conclusion that school hours are too long, the lunch period too short and requirements for home study too severe.

As We See Ourselves

May Darling, Portland Teachers' Union, Local No. 111

In discussing conditions relative to Portland public schools, one is forced to admit that the chief hindrance to progress lies not so much in the general school system nor in the administrative departments, as in the teaching force. While conditions having to do with the supervisory and administrative departments are by no means ideal, still there has been such a marked improvement in the past few years that one cannot be disheartened. The willingness of the superintendents to listen to suggestions from the teachers and their very evident desire to better the lot of the teachers, indicate that they are sincerely interested in improving the school system.

But when one turns to the teaching force there is less reason for optimism. A visitor coming to Portland from the East often imagines that in this land of "great open spaces" he will find not merely disregard for many of the conventions of life, but also signs of progress; perhaps, forsooth, even "radicalism." He is always disappointed—or relieved, as the case may be. He discovers a community where ideas take root slowly, where traditions and fixed habits of thinking hold people to customs long since discarded in more progressive cities.

What is true of the community as a whole, is true to an even greater degree of teachers. Many of them native Oregonians, children of pioneers who struggled to gain a rich and beautiful land for their descendants, passing it on to them with the admonition to hold it at all costs, educated in schools dominated by a narrow provincialism, spending their lives in a locality almost untouched by the seething currents of modern industrial life, it is little wonder that teachers of Portland are cautious, not to say reactionary.

A campaign for the increase of salaries, or the possibility of the election to the school board of someone unfriendly to the teachers, will arouse a temporary enthusiasm and reveal a rather amazing ability for united political action. But once the battle is over, the old lethargy returns—acceptance without a murmur of conditions that make for bad teaching

—poorly equipped school houses, backward courses of study, outworn methods, obsolete text books. The two main teachers' organizations, the Grade Teachers' Association and the High School Teachers' Association, function excellently and efficiently when the material needs of the teachers are at stake; for the rest little is accomplished by them.

Organized labor likewise reflects the general atmosphere of the community. Respectable, bothered but little by many of the problems affecting great industrial centers, it is content to fight doggedly, and usually successfully, for better hours and higher wages, concerning itself very little with abstract questions having to do with social and economic justice. Politicians respect its power. Seldom does a campaign for bonds to build a new bridge, or to change the city charter so as to provide for an increase in the salaries of the city fathers, come to a close without organized labor being visited by public officials, or members of influential civic organizations, respectfully requesting labor's support for their pet projects.

The above being true, it naturally follows that there is no great stigma attached to membership in the Teachers' Union. School officials do not frown on union teachers; non-union teachers apparently do not fear them—not much, at least. The Portland Teachers' Union is recognized as a legitimate school organization.

And yet the millenium dawneth not—

One is tempted to add, as a postscript, the answer to the question as to why teachers with an urge for progress remain in Portland. A visitor may learn the answer by standing some evening at sunset on the ridge of hills that guard the western entrance to the city. Around him are tall fir trees; below him a gleaming river; beyond the river, blue hills with a majestic mountain rising from their midst, its snowy slopes turning from rose to amethyst in the setting sun; behind him a beautiful evergreen valley stretching away towards the Pacific Ocean. These are compensations not to be scorned!

THE PORTLAND TEACHERS' TENURE

Pauline I. Newlin, Portland Teachers' Union,
Local No. 111

The right of teachers to be secure in their positions as long as they render efficient service is now more or less generally conceded; but in order to secure to them this right, tenure laws have been enacted. A committee from the Portland Teachers' Union has just completed a study of the Oregon law on teachers' tenure, which has been thought to give very satisfactory protection, and it has come to the conclusion that Oregon's law gives no security beyond the word of the superintendents.

In 1913 a tenure law was passed for districts containing a population of 20,000 or over. Permanent teachers, those who had served the district two years or more, were not subject to annual appointment. These teachers might not be dismissed or transferred to a lower branch of service without the privilege of a trial before a commission made up of three disinterested persons selected by the judge of the Circuit Court. The decision of this commission was final for both Board of Education and teacher. From the teachers' position this law was satisfactory.

But in 1921 the law was so amended that from the teacher's standpoint its protective features practically disappeared. The new law placed the duty of holding hearings in the hands of the Board of Education. The board is now both judge and jury while the superintendents, who are chosen by the board, are the prosecuting attorneys. If action for dismissal or transfer is concurred in by five of the seven members of the board, it is final with no redress for the teacher. If less than five concur, the teacher has the right to appeal to the commission. If this exigency should occur, the case would be presented to a specially called commission, for no standing commission has been in existence for several years.

The superintendents hold a very important place in the election and dismissal of teachers. A precedent has been established by which the board without question follows the recommendations of the superintendents. The superintendents of Portland today are sincere and honest men and, as far as can be learned,

all dismissals and transfers have been just and fair. Since there is no absolute assurance that Portland will always be favored with honest superintendents, and since it is comparatively easy to get five members of a board of seven to concur when weighing evidence and recommendations of superintendents of its own choosing, it cannot be said that Portland teachers are protected by a real tenure law. In fact a protective tenure law for Portland teachers is a myth, all the more harmful in that it has lulled the average uninformed teacher into a false sense of security in her position.

CONFUSING PUBLIC BY FALSE TERMS IS OLD TRICK

Social progress is slow because experience, rather than reason, must often overcome emotion and sentiment. These are effective weapons of privilege.

False cries have always been used to divert men from their objective. Gustave Le Bon, in "The Crowd, a Study of the Popular Mind," says:

"A pyramid far loftier than that of old Cheops could be raised merely with the bones of men who have been the victims of the power of words and formulas."

Psychologists employed by anti-unionists are aware of the point made by Le Bon. They know the ease with which legendary heroes and catchy phrases sway large sections of the people.

They know that sophistry can be "put over" by a highly-organized propaganda machine.

When trade unionists urge collective bargaining, opponents pretend to approximate union recognition by their "open shop" cry—that no distinction is made between organized and unorganized workers.

This has been repeated so often it has become part of our national vocabulary. Its seeming fairness appeals to unthinking and emotionalists who glibly repeat the formula with no idea of the sinister purpose of those behind the scenes and who encourage its use.

Those who understand crowd psychology stress the "open shop" value. They know it conceals trade union opposition; that it is an opiate and is more effective than clear-cut antagonism.

An untruth affects the will to do. When men lack conviction—when they are not sure of their ground because of tricky and confusing propaganda—their activity is lessened and their cause is weakened.

A shop is either union or anti-union. An employer concedes collective bargaining or he does not. When men talk of "open shop" or the "American plan," they confuse the issue to the joy of anti-unionists.

The foundation of trade unionism rests on collective bargaining. Incorrect phraseology bewilders men engaged in this struggle. They should refuse to accept the program of attack developed by opponents.

They should insist that issues be correctly stated.—*A. F. L. Weekly News Service.*

Mutual Aid of American Federation of Teachers and Workers' Education

J. L. Kerchen, Local No. 61, Director of Workers' Education—State Federation of Labor

The American Federation of Teachers and the proponents of workers' education in America have at least one common ground, that is, they share a fellowship in mutual disillusionment. The achievements of neither one have measured up to early ambitions. Elaborate educational programs have gone unheeded and many hopeful aims yet remain unfulfilled.

It has been a desperately difficult struggle for the American Federation of Teachers to convince increasing numbers of the teaching rank and file that benefits are to be derived from affiliation with labor groups or that in such affiliation teachers would likely receive more from labor than they gave. Likewise workers' education, if we care to face the truth about it, has not reached goals that were first thought none too high. In many cases it scarcely exists outside the florid reports of those who are trying so heroically to keep it alive. Further, this situation is not so much due to the fact that labor resents or approves education administered above or below, inside or outside union control. The evidence seems to justify the painful conclusion that the basic reason is a general indifference among workers themselves to formal instruction of any kind, whatever the brand.

However, there remains the faith that numbers are not the surest criterion of improvement, that truth and a few individuals usually compose a minority and, relatively speaking, efforts have been rich in experience. Endeavor, also, has been enjoyed every bit of the way. There is plenty of time and we are not disheartened.

But wherein lies the common field for mutual effort in the promotion of what we think is a more liberal, progressive and enlightened education? In the first place there is the possession of like objectives. Among the constitutional aims of the American Federation of Teachers are co-operation, security and maintenance of rights, enhanced professional service and a democracy that will equip pupils to take their places in the industrial, social and political life of the community. With this declaration of principles, workers' education finds itself in major accord. It would also at least enrich

the ideals of labor if it did nothing else. In fact, if workers' education is to find opportunity for co-operation at any point in our educational system it must of necessity find it in the only educational group that is not the willing servant of that which discredits, debases and degrades present day democracy.

Faith in labor as a promising field for the development of newer ideals in education offers another common ground. The American Federation of Teachers and workers' education alike look to labor as the field in which eventually will develop some of these attainments. This hope is based upon the assumption and upon the record that many, if not most of the forward looking social and educational measures have emerged, either as a prime concern, or a by-product of the struggles of labor. Confidence in this trust is not given because it is felt that labor possesses inherently more democracy, higher ideals or finer responses than others in our social life; it is placed in labor because labor in our great society occupies the most strategic position on the firing line of industry. It is this fact that compels the social conscience, the educational vision of labor whether it wills it or not. The economic emergencies that labor has faced in its industrial struggles has forced it to react in terms of co-operation, demands for rights, appeals for justice and countless struggles for an existence at all. These experiences have made and are yet making the going concerns of labor the most interesting and at the same time the most hopeful drama that is being enacted today. The promotion of adult education is of utmost importance to both. The immediate educational problem of the American Federation of Teachers is the education of children and yet not educating them entirely in the accepted traditions of primitive culture. While this is of utmost importance in itself, it is directly limited by the resistance that is offered to modern scientific teaching by the average community. Unless this community can be educated to accept newer education in its changing, evolutionary and scientific aspects, teaching it to children will always prove a precarious adventure. The protest against evolution at Dayton, Tenn.,

was not a student objection; it was the adult fundamentalists that placed Bro. Scopes upon the rack.

Participation in the proceedings of labor is a difficult task for the academic teacher. The traditional training of the school room teacher does not prepare for the rough and tumble sort of controversy that is commonly exhibited at labor gatherings. With few exceptions, the teacher who sits in as a delegate at a central labor body soon acquires an inferiority complex that inhibits any vigorous oral expression.

But there is ample service to be done on educational committees. Business of an educational nature is naturally diverted to the hands of instructor delegates. Legislative measures that pertain to education is the first business of teacher representatives. Educational programs can be prepared and school representatives can be brought before labor groups thereby creating a common understanding between educators and labor membership. It is felt by the writer that on the Pacific coast the most practical and important achievements of the American Federation of Teachers has been the result of this form of activity.

Labor yet looks and expects trained teachers to do most of its teaching. It expects teachers who know labor and who are in sympathy with a labor point of view. Such should be found most largely in American Federation of Teacher groups. This service offers opportunity for reciprocal improvement for instructor as well as students. It presents the chance for a new adventure in education, and what is more worth while?

PROGRESSIVE EDUCATION IN PORTLAND

The meeting at the home of Miss Northup sponsored by the Committee on Progressive Education of the teachers' union, was well attended by union history teachers. It was an interesting experiment, particularly, in that it revealed to us present some dominant motives in history teaching which it is a safe venture to assume are typical of teachers in general. Miss Darling led off in the evening's discussion with a brief statement of her own objectives, actual and ideal, in the teaching of history. Her statement of objectives immediately drew fire and the discussion became general. Before the close of the evening every teacher present had frankly stated his or her objectives. That process of frank presentation of one's own objectives was valuable to us all. If our own objectives were not in all cases entirely clear

in our own minds, the discussion of the evening did much to clarify them. Whether or not any new ideas were exchanged, it is at least certain that thought was stimulated; we went away better prepared to put tests to our respective positions. That, at least, was the experience of the writer of these notes.

Three definite objectives stood out rather clearly as held by different teachers. The objectives in social science teaching were as follows, as nearly as they can be stated: (1) the teaching of ideals, which, in the words of one of those present, classified the teachers of such as moralists, (2) the teaching of truth, and the teachers of such would be termed the scientists, (3) the teaching of a definite program for a new social order, and the teachers classed as propagandists. It was quite apparent from the discussion among those teachers who claimed to belong to one or the other of the three types that there was nevertheless a mixing of objectives. That is, no teacher probably is pure propagandist, pure moralist, or pure scientist. And, in the opinion of many of us it seems improbable that there are any appreciable number of teachers anywhere who do not in some degree act as propagandists, either for a new social order or for the present established order. The question was raised whether the school system existed to perpetuate the existing social order.

It would be interesting and instructive if there could be found a way to get frank expression on teaching objectives from all the social science teachers of the city. In fact it would be greatly worth while to test teachers in like manner in all the other departments of teaching in the city. English teachers, for instance, what do they want? Is it that youth shall learn to use pure English and appreciate good literature? But to what end? To satisfy Senator Eddy and "practical" business men? To make good citizens, of course, but good for what? The very question indicates or assumes a purpose. Should teaching have a purpose or should we just teach. Foolish question, of course, but immediately one agrees that teaching should be with a purpose there arises the problem of defining purpose. All this is probably futile speculation, but is it? One's whole philosophy of life is wrapped up in the answer to such questions.

One tangible result of the evening's discussion was a desire expressed by many that meetings of social science teachers under union auspices be continued, and that definite questions be taken up such as methods and other specific teaching problems. It is quite probable that that will be done though perhaps no more meetings can be held this year.—*News Letter, Portland Teachers' Union.*

So long as society is founded on injustice, the function of the laws will be to defend and sustain injustice. And the more unjust they are the more respectable they will seem. Observe, also, that being ancient for the most part, they do not represent altogether present iniquity, but a past iniquity—rougher and more brutal. They are monuments of barbarous times which have survived to a gentler period.—*Anatole France.*

THE DIARY OF A TEACHER

Hilma Anderson, President, Portland Teachers' Union, Local 111

(A compilation of duties, aside from teaching, which come to the teacher in the course of an average day.)

The following is an actual record of the clerical details which we teachers stupidly submit to from day to day. It is typical of what goes on in high schools of the Portland system. Some of it is, of course, unavoidable.

Before School:

Signed four readmittance slips. Signed four emergency excuses. Gave out three library slips. Signed one conference slip. Gave help to two pupils in history. Boy came in to give out "rulers" for Near East relief. Took the roll. Boy spilled ink, and asked for a blotter.

First Period:

Checked library pupils. Took the roll. Gave pocket book to pupil who had lost it in the hall. Signed a "Wed." welcome card. Got programs from pupils.

Second Period:

Student entered at 9:40; signed his slip. Another student came at 10:00; signed his slip. Sent to library to have boy sign library slip. Signed three R. A. Slips.

Study Period:

Announcements about signing library slips and about meeting of 7th term girls. Five minutes taken by the room representatives in reading general announcements. Made out number and combination of classes for the office. Made out part of list for Head of the Department. Wrote Latin sentences on the board for Latin 2 classes.

Third Period:

This is a vacant period. Spent twenty-five minutes in the office getting assembly seating of my room corrected; the office had made a mistake.

Fourth Period:

Interrupted by a teacher asking for a registration room pupil. Checked library slip and signed R. A. Slips. Gave a registered girl permission to leave the room.

Fifth Period:

Signed Tardy Slip. A boy came from the office with message for another boy. Signed an R. A. Slip. Took the roll and noticed that one excused from gym is not in the room, and made note of it.

Sixth Period:

Took the roll. Signed an R. A. Slip. Told pupils of composition contest. One boy left early.

After School:

Signed R. A. Slip. Girls came for stunt property. Teachers' meeting. Made lists asked for in meeting. Had to count programs to find out how many take four subjects, how many less than four, and how many more than four. Two members of the band practiced in my room.

The above is an excerpt from the present committee's report on findings in two typical schools, one in which conditions are fairly good, the other in which little, if anything,

has been done to relieve the burden of teachers; these schools are Lincoln High School and Jefferson High School respectively. Recommendations to the superintendent's office on the basis of the committee's findings will be made in the fall.

DEATH OF WILLIAM MANN FINCKE

William Mann Fincke, valued member of the American Federation of Teachers, died Tuesday in St. Luke's Hospital, New York, after a protracted illness.

Although he began life as a mining engineer, Mr. Fincke devoted the major portion of his life and his interest to the cause of freedom of speech and of opinion in America. He also devoted much effort to the solution of labor problems and to adult education. He helped to found the Brookwood Labor College in 1921 and was one of the founders of the Manumit School in Pawling, N. Y., in 1924. He was a director in the school at the time of his death. Previously he was pastor of the Greenwich Presbyterian Church, 1912-17, and director of the Labor Temple in New York, 1918-19.

Born in New York in 1878, Mr. Fincke graduated from Sheffield Scientific School of Yale in 1901 and became an engineering executive for several years, before his interests led him into espousing the cause of the workers in various labor fields. In 1919 he interceded in a steel strike in Duquesne, Pa., in behalf of free speech, was arrested and sent to jail there. Mr. Fincke was a member of the National Committee of the American Civil Liberties Union. All progressive movements suffer a great loss in the death of Mr. Fincke, our beloved and devoted co-worker.

SURVEYS ON VOCATIONAL EDUCATION IN CALIFORNIA

It was stated orally at the offices of the Federal Board for Vocational Education that a survey is being conducted in Crockett, Calif., to formulate preliminary plans for offering courses of vocational education in the new John Swett Union High School. The work is being conducted by George F. Haller, formerly head of the department of vocational education of the Berkeley (California) High School.

A similar survey is being undertaken at Oakland, Calif., under the leadership of L. B. Travers, formerly an agent for the Trade and Industrial Education Service of the Federal Board for Vocational Education.

Frank Cushman, chief of the Trade and Industrial Education Service, is on ten months' leave of absence to direct a new project in industrial training in the public schools of Los Angeles.

Trade unionism has passed the trial stage. It has come to its maturity out of long years of struggle and experience to an earned position of trust and confidence. The unions have built up standards of life and living, carefully, step by step.—William Green.

PART TIME SCHOOLS IN CALIFORNIA

Myra Green, Local No. 31

Co-ordinator, Sacramento Part Time High School

Part Time Schools have been in existence in California for seven years, the Part Time Act having been passed by the state legislature in 1919 and the first schools established in 1920. Such schools are now to be found in all of the large centers and in many of the smaller districts as well. It is compulsory to establish part-time classes wherever there are twelve minors subject to the provisions of the act. At the present time, however, an amendment is pending to raise this quota as it is believed to provide part-time classes for so small a group tends to work a hardship in rural districts.

The California Part Time Act at present requires all minors between the ages of sixteen and eighteen years who are not attending a regular full-time day school or have not completed the equivalent of a four year high school course to attend special day classes for four hours per week. This time must be included in the forty-eight hour working week allowed to minors. As this article is written there is in the hands of the governor an amendment to this act making it compulsory for all minors between the ages of sixteen and eighteen years who are not employed and not in attendance at full-time school to attend part-time school twenty hours per week. To those who have been very close to this group of boys and girls for some years this seems a long stride in the direction of greater social insurance. There seems to be so great a tendency on the part of many young people to drop out of full-time school at sixteen with no employment in view and with no burning desire to find a place in industry that long periods of idleness result and habits of drifting aimlessly along are formed. By means of this act it is hoped that it will be possible to have a definite check on all minors with a view to supervising them in such a way that better trained and more contented and satisfied employees may be the result.

Part Time Schools in California are not hedged about by any hard and fast rules with regard to courses of study. As a result it has been possible to organize the individual schools along the lines best suited to the respective localities. For this reason no two schools could be found that could be considered identical. In spite of this rather wide variety of treatment, however,

there is an underlying philosophy which binds them all into one whole. This is that they are existing for such purposes as giving greater efficiency to the young worker insofar as the actual performance of his job is concerned; inspiring him with ambition to go on; and providing him with knowledge of health, training for leisure, and ideals of citizenship so that the most may be secured from life.

In all of the larger schools, supervision of employment plays no small part in the organization. This is due to the principle to which all thoughtful people will subscribe that boys and girls should be either in school or at work. This department, therefore, acts as a regular agency to secure employment for all the students in the school. This does not mean merely getting just any job for any boy or girl but making a study of the individual and the possible fields of activity and placing him where he will be most useful to society and himself. This department is tied very closely to the guidance and co-ordination program. Not only is it necessary to secure the employment but to follow up in such a way that the school program relates closely to the job. A high mark of efficiency is thus not only attained but retained. In most of the large schools the employment service is also the U. S. Junior Employment Service, meaning that a check is to be had on a great majority of the junior workers in industry.

Last, but by no means least, probably the question arises in the minds of the reader, "What is the attitude of the employer toward this type of education?" Perhaps this can best be answered in the words of employers themselves. On one occasion an emergency call came in for six part-time students to help during a rush period in a large retail store. The superintendent in commenting on them said, "I can pay them no higher compliment than that I placed them in my organization and forgot them." Another employer of many part-timers voiced his opinion in the remark, "The Part Time School has increased the efficiency of our junior employees 100 per cent." The tie up of job and education makes a strong appeal to the far sighted and progressive type of employer. He feels that the definite effort on the part of the school to understand industry is a long step in the direction of a friendly co-operation which cannot but prove beneficial to both organizations.

The New Psychology of Typewriting

By F. M. Butts, Ph. D., Washington, Local 8

A widespread dissatisfaction with the old, wasteful trial and error methods of instruction in typewriting is leading to a practical application of the findings of the best researches in the fields of ideational and motor learning, and to a growing disposition to measure and evaluate typewriting reactions and achievements. As a consequence there is developing a new psychology of typewriting which has taken practical form lately in a kinesthetic finger-development system of reach-touch typewriting.

The reach-touch aim is to eliminate hesitation, reduce to a minimum the possibilities of error, and cultivate definite rhythmic reach, touch, and return habits with reference to every key on the keyboard. By so doing, the dread of the unfamiliar is removed and writing power is extended alike to all of the words in the English language, or in any other language expressed in the symbols of our alphabet, with the exception, of course, of the small increment of practice resulting from the usual repetition of high-frequency words in ordinary composition. This direct finger-keyboard attack is a departure from the vocabulary method of other days, in which the aim was to acquire a stock in trade of more or less automatically written words. Think of the number of words in the English language! Think of the time and energy wasted in trying to acquire these, one at a time, with often a line or more of consecutive repetitions of each word! The new psychology of typewriting turns off the spigot; the old stood endlessly mopping up the oncoming waters.

This new system enlists and sustains the pupil's interests and co-operation. The interest value of the first impression is utilized to establish an intimate acquaintance with the much dreaded and often neglected top row of figures and other symbols. Throughout the course the emphasis on this and other hesitation sources is heavy.

Psychology says avoid the necessity of unlearning. The law of mental and neural economy says, "Do not form two habits when one will do." It is a violation of this law of parsimony to have to break the finger habits formed for the three lower rows of keys and establish different ones for the top row. The tendency now

is to use the eight-finger method uniformly on all four rows.

The first thesis for keyboard presentation and development is that a complete kinesthetic memory picture of the entire keyboard should be established as soon as possible, so that thereafter the tendency of the brain will be to react to the whole or any part of that pattern. Dr. Hollingsworth tells us, in "The Psychology of Thought," that,

"Part of a complex stimulus occurring by itself, or in some new context, provokes a complete perceptual reaction such as was previously made to the total situation of which this stimulating detail was a part."

A perseverating mental picture of the keyboard is, therefore, first established by presenting it to consciousness as a vivid whole. It is then offered for practice in the largest units compatible with a practical manipulation of the reaches. One of our leading psychologists has said that he would go further if he could and make it appeal to the senses of taste and smell as well as to the vision. Many of the older systems say, "Get a mental picture of the keyboard," and then proceed to confuse the mind by offering it piecemeal in small sections.

The second keyboard thesis is that a complete set of finger responses with reference to every related key on the keyboard should be established as quickly as possible and reviewed thereafter in practice periods of decreasing frequency throughout the entire course. We are told in "The Psychology of Typewriting" by Altmaier that:

"The recurrence of these sensations of movement develops kinesthetic memories and when the memories become sufficiently vivid there results 'The Perception of Muscular Movement'."

This kinesthetic objective is accomplished by means of four reach-touch scales with variations which are used later also as daily "warming up" exercises. By the use of these scientifically arranged reach-touch scales the danger of forming error complexes is reduced to a minimum and the pupil is encouraged by a feeling of satisfaction from work well accomplished. Count-

ing, dictating, and the use of stimulating rhythmic music have great motivation value in scale practice.

The third keyboard thesis is that the first and continued reach-touch development emphasis should fall on the weaker third and fourth fingers in order to bring them up to and hold them at an equal stroke facility with the already stronger first and second fingers.

"Speed in typewriting is mainly achieved by shortening the (stroke) intervals." . . .

"The rhythm would be further improved if the period of contacts were also equal."

Motion Study in Typewriting by J. M. Lahy, Head of the Laboratory of Experimental Psychology, Ecole des Hautes Etudes, Paris.

Mr. Lahy shows by graphic representation that fast writing is rhythmic and that the time measure in rhythmic writing falls into the reach-touch and return time of the slower third and fourth fingers. It is, therefore, a waste of time and energy to begin with the already over-developed first and second fingers and to go on widening the gap between them and the rhythm controlling weaker fingers. The newer psychology says begin with the weaker fingers and continue to emphasize them throughout the course.

The new psychology agrees also that there is a distinct loss from the use of much isolated nonsense syllable and word practice material. We are told to learn by larger units. A small amount of judiciously chosen and arranged word material has motivation value in the earliest stages of learning, but no word should be repeated over five times. Thereafter the law of diminishing returns begins to operate, poisonous body chemicals accumulate, and the tissues weaken.

Conservation is an underlying aim throughout the newer system of typewriting, the conservation of time, energy, and materials. The result is an economy of pupil and teacher time and energy that may be utilized for error correction and analysis in personal consultation with the pupil, and for a more careful consideration of the rules of mechanical usage, of the principles of transcribing, and of special problems relating to particular kinds of work. This refinement of method is followed as usual by a demand for greater beauty of production. Art steps in when time will permit. A system of picture placement has been evolved that insures to the reader

a feeling of satisfaction by placing the exact center of the body of the letter on the optical center of the page, and by arranging light and dark spaces with due regard to ancient laws of balance, variation, and harmony. No standards, however, are accepted as right or wrong without evidence. The new psychology of typewriting supports the statements of Dr. E. L. Thorndike and others that "There is no value in average opinion as such." Everything must be measured by the yardstick of truth. The good is retained and all is rejected that fails to present true objective credentials. Recent textbooks reflect this tendency.

The new psychology demands that the organization of material in a textbook be broad enough to provide for a wide range of individual abilities and for both group and individual instructions and that it be simple enough to prevent wasteful questioning on the part of the pupil. Instruction and practice material should gradually unfold a connection with the great unity running through all of life's activities. Typewriting as a tool of communication touches nearly every phase of life, but in viewing its practical values its value as a vehicle of enrichment must not be lost to view. Therefore the new psychology says that the textbook should have informational and character building qualities. It should aim, says Hall-Quest,

"To develop vital initiative, broad understanding, and genuine creative interest . . . a consensus of the most modern opinions in the subject of which it treats."

The aim of the textbook is the aim of the new psychology of typewriting.

LABOR DENOUNCES NORMAL SCHOOL OFFICIALS

The Pennsylvania Federation of Labor in convention at Harrisburg recently passed resolutions condemning the action of the Board of Trustees of the West Chester Normal School, in dismissing two faculty members and interfering with student activities because of alleged seditious activities. The resolutions also call for a hearing for the two faculty members expelled. This action is an outcome of the controversy at the school last April in which the Liberal Club of the school was accused by the Bernhard F. Schlegel Post of the American Legion of being an agency for the dissemination of subversive doctrines. In a voluminous report the Legion Post charged that all liberal clubs in the schools and colleges of the United States are linked in a gigantic conspiracy of which the American Civil Liberties Union is the directing head.

ADDRESS

John M. Brewer, Graduate School of Education, Harvard University, Before the
Public School Association of Cambridge, Massachusetts

(Teachers desirous of improving teaching conditions and educational standards will find help in Professor Brewer's article.—Editor.)

In every large city personnel problems connected with the teaching body present themselves, and these are chiefly due to the size of the system and lack of personal acquaintance among the individuals concerned. The Superintendent of Schools is busy in his central office, while the first-grade teacher in one of the suburbs perhaps is equally busy with her own task, but the rulings made in the central office affect very seriously the work of the first-grade teacher. She often has no way of telling the central office what she thinks about the rules and regulations, and sometimes even about the curriculum itself. The most common method for solving this problem has been the Teachers' Council. It is supposed that an organization representative of the teachers themselves can meet either with or without the superintendent's being present, and formulate the opinions of the teachers on various questions of educational policy. Since the teachers in the classroom are the ones who are carrying on the actual business of education, it seems necessary for them to have some way of participating in the formulation of educational policies. Cambridge has no such council* and there seems no way, short of a direct appeal to the Superintendent or the School Committee itself, either for individual teachers or groups of teachers to make known their opinions and complaints.

The problem has arisen, shall the Cambridge women teachers in the high school affiliate their association with the American Federation of Teachers? This Federation is affiliated with the American Federation of Labor. The issue has developed through a sense of injustice on the part of the women teachers and a feeling that further appeal in regard to the salary question and other matters at issue, to the School Committee itself would be futile.

The principles involved in this question may be stated as follows:

Associations of teachers, like all other associations, ought to have wider and wider affiliations,

provided these affiliations are justified from the standpoint of education.

Contact as between teachers and school authorities should, of course, be based upon the willingness to give a hearing to all complaints and to endeavor to satisfy the complainants. It is fast becoming an axiom in industry that any workman or group of workmen that has a complaint, no matter what the nature of the complaint or the nature of the method of presenting it, should be given a cordial hearing.

The question of actual affiliation with the American Federation of Teachers is a difficult one which the teachers must decide without my advice. There are a number of affiliations which are possible with strong reasons for each, and there are strong reasons for affiliation with the American Federation of Teachers. Will the Chamber of Commerce of this community allow the teachers to affiliate with the Chamber, and under what terms will the Chamber offer this affiliation? Will they appoint an Educational Committee and will the services of this committee be available for questions concerning the welfare of the teachers?

Will the Rotary Club or the Harvard Square Business Men's Association or any other organization interest itself in the problems which the teachers face? The union affiliation, as I understand it, was suggested by leaders in labor unions in Cambridge who offered to use their influence to secure a hearing for the teachers. Secretary Hoover in recent speeches and the Industrial Conference Board in a recent report say that the labor union workers are better off financially than before the war. That is, that the purchasing power of their wages is larger than it was ten years ago and that their wages have increased faster than has the cost of living. It may be possible that at least consultation with the union people may help the teachers to find out how this favorable situation was brought about.

Union labor has always favored public education and has always supported vocational education. The Teachers' Union of New York City in ten years of service, has many good accomplishments to its credit. I quote from the President of the organization in New York City, Dr. Henry R. Linville:

*Later one was organized.

"We bear a productive relationship to the American Federation of Labor in our being able to assist in the formulation of the educational program of the great labor movement. Our representatives at the annual conventions are always on the convention committee of education, and I myself am on the standing committee of education which is making important researches all the time. As a by-product of our affiliation, we feel that the fundamental interest of the labor movement in education is in the reorganization of the public school systems along the lines that will be more socially helpful to all groups and freer than they are now from the domination of class interests.

"It has been generally supposed that the labor movement is interested in education because it wants to set up a propaganda in its own behalf, but I can say with assurance, after ten years given to the labor movement, that such is not the demand of the labor movement. They are very earnest about their demand that the public school system shall not be used to launch propaganda against the labor movement. But, on the other hand they make no demands that the public school systems shall propagandize for organized labor. This seems to me a more generous and social position than is commonly attained by other organizations that have national extent, and for that reason we feel the labor movement is ungrudgingly socially minded."

There is absolutely no possibility of a teachers' union considering a strike, and affiliation with the American Federation of Labor would never involve the question of striking or supporting a strike. The Cambridge firemen are affiliated with the American Federation of Labor but no one imagines the possibility of their striking.

The situation confronted by the women teachers in Cambridge is the dual salary schedule, with discrimination in favor of men.

In any impartial investigation of the questions at issue the following facts and principles are so close to the surface that they may be secured and considered with very little trouble indeed.

No psychologist has yet been able to discover marked differences in mental qualities between men and women. In any quality which can be named there is an enormous overlapping of ability; in good influence on boys, courage, execu-

tive ability, mathematical knowledge, teaching ability, etc. If 200 teachers, 100 of each sex, are arranged on the basis of any mental quality you can name, a large number of the women will be found to surpass the average ability of the men, and a large number of the men will be below the average of the women. In all such studies the overlapping of ability is the significant thing revealed by the investigation. Even in such physical qualities as lifting ability or ability to run, it is not true that all the men exceed all the women. Any investigation of the number of dependents would also show the same overlapping. In some qualities the average of the women would exceed the average of the men, but the differences between them in the significant qualities having to do with teaching will usually be very small in comparison with the overlapping. It appears that the fixing of salaries on a straight sex basis is very difficult to defend.

If supply and demand are to rule then the School Committee becomes merely an employer. The demand would be on a minimum level of teaching ability and knowledge, and the supply would be hired without reference to the question of sex. Nobody favors such a policy as that. The law of supply and demand cannot be rigidly applied, chiefly because in teaching we are dealing with spiritual values and the actual demand is difficult to formulate in such terms as can be formulated for sugar, steel, and cotton.

Neither can the School Board afford to take into account the differences in actual living needs of its teachers. This question must be avoided by setting the minimum salary at such a figure as will safely provide for the cost of living. If this is not done and the School Committee attempts to make the school system a charity organization or an organization to help people to raise families, support dependents, or discriminate among those who carry on other such activities, then the School Committee, in order to do justice, would require the services of a detective agency to examine the personal accounts and private life of every teacher. The high minimum salary is a much safer method.

Professional morale requires unity among teachers, joint associations of men and women.

The increases from 1915 to 1925 in Cambridge schools have been very uneven: men in high school, \$1,100; women in high school, \$894;

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women in elementary schools, \$796. Thus the men have been increased \$206 more than the women, and the women in high school \$100 more than the women in the grades.

Not only do these large differences exist but also the executive positions in far greater number are available for men rather than women.

In other large cities of Massachusetts the differential between men and women has been rather constantly decreased since 1926. Among the ten largest cities in Massachusetts, Springfield, Lowell, Lynn, and Lawrence have kept the differences at the same figures while Cambridge is the only one in which it has been increased.

Since 1921 Boston has reduced the differential by \$120, Worcester \$125, New Bedford \$425, and Somerville \$350, while Cambridge has increased the difference \$194. An examination of the figures for smaller cities in Massachusetts shows only a very few in which the difference between men's and women's salaries has grown larger.

While this difference in salary between men and women has decreased in Massachusetts, the percentage of men in the schools has increased. In 1910 men were 8.9 of all teachers in the schools; in 1920, 9.9; in 1925, 10.8. In high schools men are about one-third. It is a prime necessity that high school children have both men and women teachers and it is decidedly unfortunate for either a boy or a girl to have teachers of only one sex.

In Boston High Schools a year or two ago, it was found that 48% of the teachers were men and in Los Angeles, 44%. Thus if there is any gain through paying men a different salary, which is very questionable indeed, it is only 4%.

Another interesting fact in connection with teachers' salaries is that while the cost of living in Boston has risen since 1914 so that now it stands 167% of the pre-war figure, the increase in salaries in Cambridge schools has just about kept pace with this increase. Thus the teachers have received no real increase in salary whatever, if their increase be measured against the increase of the cost of living. As a matter of fact, the increase of the men, 61%, is less than the increase in the cost of living, 67%. The increase in the women teachers' salaries has been 71%. But these percentage increases to the teachers are not so important as actual money increases,

especially when the men in 1914 were paid 43% more than the women.

Cambridge is low in salary compared to Massachusetts, and Massachusetts is not high in comparison to the rest of the United States. The median salary paid high school teachers in cities over 100,000, among the 29 states having such cities, shows that Massachusetts is No. 10 in this list with \$2,445.

It is not true, that Massachusetts pays more of its current income to public schools in proportion to other states. Massachusetts spends 2.16% of its current income and in this amount is No. 37 among the states, being surpassed by 36 others.

Look at our total income in the United States and how we spend it. For tobacco in various forms we spend \$1,846,000,000. This is more than the cost of all public education. For ice cream, candy, and soft drinks we spend almost as much. Does it appear from these figures that we cannot afford to pay more money to the schools?

Massachusetts and Cambridge need a state wide financial investigation like that carried on recently for the State of New York. A Commission was appointed, gave months to its task, and the result was a program of public education commensurate with the needs of the community. We shall not enjoy having our taxes increased but shall take greater satisfaction in knowing that better service will be provided for the children of Cambridge.

At the recent convention of New England men at Hartford, Connecticut, it was strongly emphasized that the commercial and industrial welfare of New England depends upon her becoming the Belgium of America, the center for high-class skilled manufacture. We cannot longer compete with other sections of the country on standard, bulky, reasonably priced goods produced by common, ignorant, or automatic labor. We must produce varied, high-class, small, expensive products, produced by well educated, highly trained, skilled men and women. The traditions of New England and the basic educational system have already laid the foundation for this kind of industry, so that we need not be surpassed by any other section of the world, but the absolute necessity for the realization of such a scheme is the building up of an educational system adequate to the task.

Teaching Dollars New Tricks

By Duane Swift, Assistant Vice-President, Amalgamated Trust & Savings Bank, Chicago

Sherman used fire to make war hell. A. Steinmetz uses it as man's chief ally.

In somewhat the same fashion the Labor Banks are setting about the task of directing the credit they control into social channels rather than into the service of monopoly where it will entrench the power of a few and create greater poverty for the producing masses of society. This is not merely propaganda; it is an actual fact discernible in the policies of our older labor banks and inherent in the structure of all of them.

In fact, this phase of labor banking immediately enters the mind of the student as soon as he has ascertained that the labor banks are supervised by regular banking organizations, under competent banking executives, and render efficient service in every department of modern banking. It usually takes the form of this question: "How do your labor banks serve your depositors and labor in any fashion different from other banks?"

While the answer might well come from other institutions of the same character and standing, we illustrate from the accomplishments of the two Amalgamated Banks of New York and Chicago because their record has been under the personal observation of the writer. As the oldest in the two largest cities of the United States, custodian of ten per cent of the total resources of all our American Labor Banks, these two are as representative as any.

Organized by workers, with stock held almost entirely by them, it is logical that these banks would be distinctly co-operative in structure. Stock is limited to five units per shareholder. Dividends must never exceed ten per cent per year on original investment and provisions in the by-laws declare that both Amalgamated banks may declare depositors' dividends when stockholders' dividend and reserve requirements warrant. These broad democratic principles work to the advantage of the co-operative movement elsewhere as well as within the institutions themselves. Time after time co-operative organizations have received credit from the Chicago Bank within the five years of its existence. Responsible property endorsement or collateral has been required in all cases and no losses whatsoever have been sustained in this particular loaning field. Strange to say, other banks, through prejudice or ignor-

ance of co-operative methods, have refused many of these same loans.

The Amalgamated Bank of New York is now extending credit to individual union members who are purchasing their original equity in the new co-operative housing project launched by the Amalgamated Clothing Workers in New York City. These apartments, to house three hundred families when completed, are adjudged by conservative banks highest grade loaning security. Another interesting feature, already in operation in New York City and under advisement in Chicago, is an investment corporation designed to extend to the small investor through diversified investment the same additional protection and larger returns which the wealth corporation or individual secures by the same method of investment.

Small Loans

Another feature of purely social rather than profit significance is the small loan department conducted by our institutions. These loans range from \$25.00 to \$200.00 and are extended on "character" endorsement acceptable to the committee, usually depositors or union members in good standing. Ninety per cent of these loans are extended in case of illness or other emergency. No "commission" whatsoever is charged on these loans, which under the usual loan shark procedure bring 24 per cent a year and higher. Thousands of these small loans are made each year by the two banks with comparatively no losses involved.

Real Estate Loan and Foreign Exchange

This element of personal saving assumes even greater importance in the operation of the Real Estate Department of the Chicago bank and the Foreign Exchange Departments of both. In the former case, first mortgage loans on homes and small flat buildings are made at commission rates lower than those prevailing in the Chicago district. This department has stimulated home owning among working men, who constitute ninety per cent of the applicants.

In the Foreign Exchange Departments, the Amalgamated banks have not only been pioneers in the development of the Dollar Payment Plan now in general use over the entire country, but have contributed directly to the standardization of foreign remittance rates. The Amalgamated

Trust & Savings Bank in Chicago was the first bank in the country to introduce the Dollar Payment Plan in Russia and for the consecutive years 1923-1926, inclusive, it has led all other Chicago banks in volume of foreign remittance business. It is not strange that the "Amalgamated" has become a synonym throughout Europe for rapid and accurate foreign exchange service.

These illustrations are brief glances from different angles. As indicated, personal service thus far has been the key-note of our banks as well as of the movement as a whole. With the addition of each million dollars of new labor and liberal support, this other question of society's credit power and its use for larger constructive ends becomes of greater importance. When our larger cities have labor banks of \$100,000,000.00 resources—no idle or visionary dream—we shall be able to teach our reactionary dollars tricks to which they are now unaccustomed.

WORKERS' NURSERY ASSOCIATION A New Day for Labor's Children

Scientifically speaking, this might well be called "the century of the preschool child." Psychiatry, psychology and education are dealing more intensively with the first years of life, while among laymen there is a growing recognition that in the conditions which surround the young child lie the secrets of a better social order. Labor, as well as other groups, is becoming interested in the new science of child development.

The Workers' Nursery Association has been formed to establish a labor-owned nursery school and research center in Chicago, to be opened in September. The school will provide scientific care and training for children two to five years of age, demonstrating the value of early group life in a free but planned environment. Extension services furnished to unions are to include periodical news bulletins of scientific discoveries in the field of child care, speakers, parent study-group leaders, etc. A first appropriation of \$50 has been made by the Federation of Women High School Teachers.

Dr. Herman Adler, Director of the Institute for Juvenile Research, Secretary Florence Curtis Hanson of the American Federation of Teachers, and John English of the Chicago Board of Education were among the speakers at a dinner held Friday, June 10, 6:30 p. m., at the City Club, 315 Plymouth Court.

The advisory committee is Dr. Herman Adler, Director, Institute for Juvenile Research; Dr. Ellsworth Faris, Dept. of Sociology, University of Chicago; Florence Curtis Hanson, Secretary-Treasurer The American Federation of Teachers; Carl Haessler, Managing Editor, The Federated Press, Chicago Typo. Union No. 16; Mary McEnerney, Vice-President, Illinois State Federation of Labor; Secretary, Bindery Women's

Union, Local 30; Mary E. Murphy, Director, Elizabeth McCormick Memorial Fund; Ruth R. Pearson, American Federation of Teachers, Local 3; and the office is at 327 S. La Salle Street, room 512.

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A. N. SHERIFF,
Headmaster.

The American Teacher

Democracy in Education Education for Democracy
Published monthly, except July and August, by
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"This movement they call organized labor is the universal, vital problem of the world."

—Thomas Carlyle.

THE A. F. T.

The American Federation of Teachers is the national professional organization of classroom teachers chartered by and affiliated with The American Federation of Labor.

The constituent bodies are groups of teachers (not individual teachers) who affiliate and receive a charter from the American Federation of Teachers. This is the regular trade union method of organization. The American Federation of Teachers is the only teacher organization of the sort that there is in the United States. All other organizations stand alone. They have no connecting body, no clearing house. Membership in the N. E. A. for instance is individual. Such method tends to isolate and localize education; our method tends to unite and to nationalize. The national organization is composed of the local groups; the local groups derive their existence from the national. They are one and inseparable. Each local is as the name implies a local organization but it is also a vital integral part of the national movement. This is tremendously important, for education is not just a local affair as we are so apt to regard it but is a social problem of the whole nation. The American Federation of Teachers differs from all other teacher organization not only in its form of organization but as a result of this form and method, it differs in its educational and social outlook. That is, it is interested not merely in schooling, in one phase

of education, but in education as a whole cross section of society. The American Federation of Teachers is two things, a national trade union and a national educational organization. The combination should be invincible.

Teachers' organizations have proved futile, both in cultivating solidarity within the profession and in obtaining for the rank and file, more satisfactory conditions of work and a better economic status. It seems clear that the forms of association likely to succeed are the fighting units which assert themselves and which are able to develop leadership among the teachers of the line rather than among the administrative officers set over teachers by extraneous authority. The American Federation of Teachers is better able to develop in the teaching group as a whole, the qualities needed for resistance to repression in the freedom of teaching than is any other organization now in the field because it has originated among classroom teachers and because it recognizes the distinction between the "staff and the line."

When teachers in the ranks can unite and present a collective front to their official supervisors, think of the power their union and unanimity will afford them.

Will teachers ever realize their amazing potential power for effecting social changes?

THE NEW TEACHERS' CONTRACTS

We have been "editorializing" for some time about the proposed anti-yellow dog contract bills which organized labor has been trying to have passed in Ohio, Illinois and California, bills which would make untrammelled the freedom of the workers.

Now we are faced with a situation in Superior which resembles in a good many points the situation of the workers in these three and many other states.

Superior has its own "yellow dog contract" in the new contract proposed by Superintendent Paul R. Spencer and so ignominiously concurred in by the board of education at its famous all-day session Monday.

Mr. Spencer is going to make sure, once and for all, that he is not going to be talked about next year and that his policies and actions receive no criticism, at least on the part of the teachers at the Central High School. We wonder why this special reference to the teachers at the high school? Is it because he is so sure about the other teachers and principals?

Anyone attending the board meeting Monday night will be convinced of the latter, in hearing the principals making their testimonials as to the good faith of the superintendent.

The proposal, as accepted by the board, is this: A

special form of contract, containing the following clauses in addition to the usual terms of contract, shall be used in the case of all senior high school teachers who have been stationed at the Central High School this past year:

"I, the undersigned, in my capacity as a high school teacher in the public schools of Superior, do hereby promise that during the year 1927-28 I will, to the best of my ability, co-operate in a loyal and professional manner with the board of education, the superintendent of schools, and the principal of the Central High School in carrying out the policies of the school system.

"I further recognize and subscribe to the principle that criticism of the policies of the board of education, the superintendent of schools, or the principal of the high school, should be made only in a professional manner and through the approved professional channels."

To the casual observer this may seem to be a perfectly innocent agreement, but upon second reading and more careful consideration, its real dangers may be observed.

Who is to decide whether a teacher has been guilty of "unprofessional conduct" or "failure to co-operate?" If the board sees fit it may dismiss anyone on charges like these, in perfect right, and the accused will have no chance of redress. Who is there who can impartially sit in judgment on such intangible charges of failure to co-operate and being guilty of, unprofessional conduct, without letting prejudice, rather than reason, be the deciding power? If charged with these two breaches of contract, how can one go about to "prove" loyalty?

In the final analysis it is nothing but a disreputable scheme to give full and free power of discharge to the board at the whim or wish of the superintendent.

Does this seem worthy of our modern civilization? Rather is it reminiscent of the Middle Ages, or pre-war Russia, of Fascist Italy, where the great masses of common people are nothing but so many sheep to be driven hither and thither at the fancy of those in power, with little or no voice in what shall happen to them.

The board's action is to be condemned as a step backwards, an attempt to Prussianize our schools and apply the "gag rule" on our teachers, principals and educators.—*Superior Labor Journal*.

BIG SCHOOLS FOUND TO LACK EFFICIENCY

Investigators Report to Institute of Architects
Washington, May 14 (A. P.)—The American Institute of Architects doubts that erection of large school buildings serves the best interests of education.

In a report submitted yesterday to the annual convention of the institute a committee stated that while mass education may lower per capita expense, many teachers are protesting that "modern drift toward jumbomania tends to nullify their efforts."

"The situation is not without humor," said the report. "In the larger schools, at least, it is clear that as its business organization approaches perfection there is a noticeable slump in the quality of the product."—*N. Y. World*, May 14, 1927.

ELEVENTH ANNUAL CONVENTION, AMERICAN FEDERATION OF TEACHERS

June 27-July 1, 1927

PROGRAM

MONDAY, JUNE 27

- 10 A. M.—Executive Council Meeting.
Office, American Federation of Teachers, Room 512, 327 S. La Salle Street, Chicago.
- 8 P. M.—Open Meeting—For delegates and public.
Subject—Academic Freedom.
Speaker—SENATOR WILLIAM E. BORAH,
Ashland Auditorium, 328 S. Ashland Blvd.

TUESDAY, JUNE 28

- Webster Hotel, 2150 Lincoln Parkway, Twelfth Floor.
- 10 A. M.—President's Address.
Miss Barker.
Addresses of Welcome to Delegates.
Dr. John A. Lapp, Liberal Club.
John H. Walker, President Illinois State Federation of Labor.
- 11 A. M.—Address—Needs and Tendencies of Democratic Education.
J. E. Kirkpatrick.
- 11:30 A. M.—Appointment of Convention Committees.
Report of Credential Committee.
- 2 P. M.—Address—Social Idealism.
Arthur James Todd, Northwestern University.
- 3 P. M.—Committee Meetings.

WEDNESDAY, JUNE 29

- 9 A. M.—Reports of Standing Committees.
R. W. Everett—Academic Freedom and Tenure.
Lucie W. Allen—Education.
Mabel Colter—Legislation.
W. J. Scott—Professional Improvement.
H. R. Linville, Promotion and Organization.
Talk on Nursery Schools—Ruth Pearson.
- 2 P. M.—Reports of Convention Committees.
- 6:30 P. M.—Dinner—Webster Hotel.
Speakers—Dr. Theodore G. Soares, University of Chicago. William J. Bogan, Asst. Supt. of Schools, Chicago.
Subject—Educational Ideals and Practices.

THURSDAY, JUNE 30

- 9 A. M.—Reports of Convention Committees.
- 10:30 A. M.—Experience Meeting.
- 2 P. M.—Election of Officers.
Reports of Convention Committees.
- 5 P. M.—Entertainment by Chicago Locals.

FRIDAY, JULY 1

- 9 A. M.—Conclusion of Reports.

"What constitutes the bulwark of our liberty and independence? It is not our frowning battlements, our bristling sea coasts, our army and our navy. Our reliance is in the love of liberty which God has planted in us. Our defense is in the spirit which prizes liberty as the heritage of all men in all lands everywhere. Destroy this spirit and you have planted the seeds of despotism at your own doors."—*Abraham Lincoln*.

Are you a good union man? Do you bank with your union bank? If not, why not?

CONFERENCE WITH TWIN CITY LOCALS

E. Dudley Parsons, Local 59

On Saturday morning, May 7, groups of St. Paul and Minneapolis federationists held a very inspiring conference with our National Secretary, Mrs. Florence Hanson. Three propositions had been propounded for consideration: How the locals of the American Federation of Teachers may serve the National; Whether or not there ought to be a National; and, Whether or not the Federation should concern itself with matters not essentially educational. E. Dudley Parsons, of Minneapolis, declared that the logic of the situation demanded growth on the part of each local in order that more money might go to the National, that each local ought to inform its immediate community as to the status of teachers so as to arouse the proper sympathy with its aims and inform the National as to its peculiar difficulties. Above all, he thought, each local should be a center of organization. He made the concrete proposal that Minneapolis and St. Paul Unions form the chairmen of their membership committees into an extension committee to visit such cities, especially Duluth, as are easily accessible, hold conferences with interested teachers and organize unions wherever it seemed to the committee advisable to do so. It was suggested that teachers in places where unions cannot now flourish may be invited to join the Twin City locals.

Concerning the National itself, Mr. Edwards, of St. Paul, believed that there could be no strength in locals without it. He pointed out how the nationals of labor unions constantly stimulated their movement by bringing the entire force to bear at one point when necessary. He wanted to make the National as effective as possible. *Mr. Tingle, of St. Paul, emphasized the need of a national employment bureau to obtain positions for teachers turned out of their positions for their views. He was confident that if such a bureau could operate the Federation would immediately be braced against the natural fear that makes its members loth to act independently. He felt that the national bureau of employment could nearly always find a superintendent somewhere in the country brave enough to employ a teacher discharged for union activity in a town where reactionary pressure was severe. This suggestion was very warmly received.*

Miss Isabel Williams, as usual, spoke energetically in favor of the wide interests of teachers that though seeming to be outside the field of education, are still vital to their success. Labor, always a supporter of schools, had problems that teachers must understand; and if teachers expected to be viewed aright by the people among whom they moved, then teachers must assert their right of citizenship as well as maintain their efficiency in the classroom.

The conference was addressed by Mrs. Hanson on the general good of the Federation. She told how she had been able to reduce the indebtedness of the National, how she had been cheered by constant letters asking for organization and individual memberships, how she had been able to observe the teacher move-

ment in various cities and how she had given encouragement to the fearful. On this point she was especially urgent, asserting that with the bold front comes victory, often without contest, that if teachers would only be more independent they would obtain a respectful hearing much more easily than they could ever anticipate doing under the present reign of terror that makes them futile servants. Mrs. Hanson gave great hope to all the members of the conference that their individual and collective efforts to propagate the faith of the Federation would bear much richer fruit in days to come than they have dared to dream of in the past few years. She left the unions of the Twin Cities more alert and purposeful to keep the flag flying than they have ever been; and it is safe to prophesy that Minnesota will give a good account of itself before another year has passed.

WHERE ARE YOU GOING THIS SUMMER?

Resorts and Playgrounds of America, New York, has put out recently a Traveler's Edition of Picturesque America, John Francis Kane, Editor. For those who want to "see America first," it is a delightful companion. Two hundred writers including the Park and Forest Services of the United States and Canada have co-operated to make a lover of the out of doors, of mountains and plains, of the pack horse, bonfire, and the campfire, long to hit the trail.—Quote from *"The True Fiesta,"* p. 145.

The employers will give time to eat, time to sleep; they are in terror of a time to think.—*Chesterton.*

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Meeting of the Academy of Political and Social Sciences

Report of A. F. T. Delegate, Selma M. Borchardt

The 31st annual meeting of the Academy of Political and Social Sciences was held in Philadelphia, April 22 and April 23. At the first session at which Dr. Marion E. Park presided, the topic was "The United States and Russia."

RUSSIA. There was a varied array of speakers. The first, Pierrepont Noyes, a business man, himself adverse to socialism and communism told of what he termed his surprises about Russia: first, there is now no communism in Russia; second, the government is one of the stable governments in Europe, as it is supported by a large portion of the population; third, the communist party is "exclusive," and quite limited in its membership; fourth, they have decided to stop spending money for propaganda outside of Russia, as they feel that that money should be kept at home. Mr. Noyes pointed out, also, how in the intense desire to effect a complete change, peculiar conditions and reactions occur.

Dr. Jerome Davis, of Yale University presented an historical review of our relations with Russia. Jacob Billikopf, pointed out the difference between the Russian peasant who, he claims, has gained through communism, and the communist in America who, because of his destructive tactics, is such a menace to the American labor movement. Mr. Billikopf pointed out the numerous evils still prevailing in Russia, mentioning particularly the suppression of free speech and free press, espionage, and the general tendency to suppress the political minority.

William S. Wasserman, a banker, stated that in general, conditions in life have been improved and that as a banker, he would feel safe to invest money in Russia now.

Mr. Louis Fisher, journalist, claimed that "aid diplomacy" played an important role in our relations with Russia. In the discussion which followed, objection was raised to his point by Reverend Dr. Walsh of Georgetown University, and lively argument followed.

CHINA. The afternoon and evening sessions of the first day were given over to a consideration of our relations with China. Dr. Stanley K. Hornbeck of Harvard University and Mr. Henry K. Norton, who had acted as chairman of the round table on China and the Williams-

town Institute on Politics defended intervention in China, pointing out why the United States is justified not only in sending troops to China now, but also in continuing to maintain them there. Mr. Nathaniel Pfeffer, journalist, raised the important question of what are we going to do *now*. Are we dangerously near war, and if so, is what we are after worth fighting for? Mr. Charles Hodges of New York University contended that the problem in China is the adjustment of a changing order, a medieval culture and philosophy to a modern civilization, with the economic status of China in a poor state. Dr. P. T. Lau of Philadelphia claimed that the see-Reds have done more damage than the Reds themselves because they have driven the Moderates to the Reds. Dr. T. T. Lew, of National Universities in Peking spoke on the AND between United States and China. This word he said meant to him, first, appreciation, referring to what we had done for China in the past, second regret, because of injury done to some of our people in Nanking; third, patience, pointing out that it took us seven years to fight our Revolution, several years more to get our Constitution, many more years to get settled the actual functioning of our government in the relation of the federal government to the states, and that with all that we weren't 100% American until 1918; and last, will, the will to act, to be reserved for both parties. He plead that we should not find ourselves lending post-mortem first aid. Other speakers at this session included Dr. Sidney L. Gulick, Mr. Donald M. Brodie and Dr. T. Z. Koo.

CENTRAL AMERICA. Saturday morning's session centered around our relations with Central America. Mr. Weitzell, at one time American Minister to Nicaragua, explained that our policy in Latin America is one of national security without the slightest desire for acquisition of further territory. He presented an historical statement of the development of our present Latin American policy showing the particular relation of Knox "Constitutionalism." He stated that because of the uncertain political conditions, it was at first very difficult to interest the American bankers in those countries, and he further

claimed that Secretary Knox won their support finally by appealing to their sense of patriotism.

Dr. Shepard, who followed Mr. Weitzell, stated that there never had been a policy of the United States to Latin America. He stated that the Monroe Doctrine, once an instrument put forth by a feeble nation against foreign aggression, had since been used to mean almost anything else. He humorously said that the M. D. had been taken to mean Monroe Doctrine, manifest destiny, money diplomacy, masterful domination, much deception, and mainly duties.

Dr. Dodd raised the question as to whether it is our place to maintain constitutional government in Latin America. Dr. Harring stressed the cultural points which Latin American had with Europe rather than with us, and mentioned the tendency manifesting itself more and more for Latin America to establish bonds both political and cultural with Europe rather than with us.

MEXICO. In the afternoon session over which presided James Beck, former solicitor general of the United States, our relations with Mexico were discussed. The first speaker, Mr. Stevens, emphasized the flagrant manner in which he claimed Mexico was infringing on the rights of American citizens in confiscating their private property.

Following him, Dr. Rippey raised the question as to why it is a crime for Mexico to have aspiration in Central America, while for us it is a virtue.

Frank Tannenbaum gave the people's quotation side of the question. Norman Hapgood discussed, not only the policy of our relation with Mexico, but quite as much the general attitude of the American people in facing this issue. The technical, legal aspects were presented and discussed by the solicitor general of the United States.

The evening session was given over to the discussion on some means for formulating a more peaceable method of dealing with international problems. The speakers were Mrs. Carry Chapman Catt, who asked that the United States formulate some sort of a foreign policy, James MacDonald of the foreign policy association, Reverend Dr. Walsh of Georgetown University, and Miss Wong, a Chinese student at Columbia.

THE BRYN MAWR SUMMER SCHOOL

Plans for the 1927 summer session of the Bryn Mawr Summer School for Women Workers in Industry are now well under way.

For the past six years there has been conducted each summer, at Bryn Mawr College, Bryn Mawr, Pennsylvania, for a period of two months, this resident School for women who work in industry.

The Bryn Mawr Summer School this year continues its work under the direction of a reorganized committee including a group of women workers elected by the students of the School and an equal number of college alumnae from several women's colleges, with representatives of the Summer School Faculty. It is hoped that it may be possible to expand this whole movement, and in time to interest other colleges in opening schools for workers similar to the one at Bryn Mawr.

Students come from all parts of the country, and are representative of many nationalities and trades. Last year there were 18 states and Canada, 12 nationalities and 22 trades represented in the student body of 102.

By women workers in industry we mean women working with the tools of their trades and not in a supervisory capacity. For the present, saleswomen, clerical workers, and teachers are not included in the group admitted. Women workers in all of the trades are eligible but we are especially anxious to recruit a larger number of students for the coming year from the various branches of the Textile industry.

In order that an applicant be eligible it is necessary for her to be between the age of 20 and 35; to have been a wage earner for at least three years, two of which must have been in industry; to have completed at least the sixth grade in school and have supplemented this by further study; and to be able to read and write English. It is hoped that in addition to these qualifications the students applying will have a serious interest in industry and its problems and in Workers' Education.

The courses offered are as follows: Economics; English Composition and Public Speaking; Literature; Social History; Science and Psychology. There is also a course in Appreciation of Music which is optional for all students. The classes are all held in small groups and are followed by tutoring periods. The teaching is carried on by instructors who have an understanding of the students' practical experience in industry and of the labor movement. It is conducted in a spirit of impartial inquiry with freedom of discussion and of teaching.

Scholarships covering cost of tuition, room and board are available for accepted candidates. The School carries on its work through local committees that are organized in the various localities for the purpose of recruiting students, organizing local study classes, and helping raise the scholarships.

Further information about the Summer School for those interested can be secured by writing to the office at 218 Madison Avenue, New York City, which will refer you to the local chairman of your district.

THE BALTIMORE & OHIO RAILROAD CO.

Office of Centenary Director
Baltimore, Md.

May 24, 1927.

The Editor, The American Teacher,
327 S. La Salle Street,
Chicago, Illinois.

My dear Sir:—

The Fair of the Iron Horse—an indoor-and-outdoor Exhibition and Pageant of Transportation—a distinctively new and unique educational project, for both old and young, the like of which never before has been attempted—will be the crowning feature of the celebration of the one hundredth anniversary of the Baltimore and Ohio Railroad at Baltimore from September 24 to October 8, 1927.

This occasion will commemorate the rounding out of an unmatched achievement in the annals of American transportation—the Baltimore and Ohio being the pioneer railroad in the United States to operate its road for the public handling of passengers and freight.

On a thousand-acre tract the oldest railroad station in America will be reproduced, a grandstand 800 feet long erected, an old-time tavern and eating-house put up, a Hall of Transportation 502 feet long, constructed, a motion-picture house and other necessary buildings provided. There will be room to accommodate more than 50,000 visitors and parking space for 3,000 automobiles.

A moving drama of transport five miles long will portray the unfolding and development of the full scheme of inland transport in the United States. Beginning with the pack-horse of the Indian, the pre-Iron-Horse section will show the gradual evolution of the American highway through the trail blazing, prairie schooner and stage coach eras, to the modernly-developed motor highway. The circuit rider will plod his lonely path. Henry Clay will ride in a coach over the National Road and on to Washington. The famous Baltimore clipper ship, the canal boat and the historic river steamboat will move upon the scene.

And then the tiny Tom Thumb—the first American-built locomotive (1829), the great, great, great grandfather of the American branch of the locomotive fam-

ily and its quaint coach—its passengers and crew garbed in the approved fashion of the period, and continuing similarly, through the curious "grasshoppers" of the 'thirties, the strange-looking "camels" of the 'forties, engines of the Civil War period with real fighting records and on up to the fleet and aristocratic passenger and ponderous freight haulers of today, these various generations of the Iron Horse family will parade around this plaza—many with their trains—all under their own steam.

Interposed in this long, slow-moving line will be a goodly number of self-propelled floats showing the inception of the railroad, Lincoln's arrival over it in Washington and other dramatic episodes in the colorful life of the hundred-year-old Baltimore and Ohio.

There will be also models of early and modern European engines—amongst these an actual 120-ton British passenger hauler of the latest type. Motor vehicles, as they correlate with rail transportation, will also be shown, in their proper relationship to it.

The Hall of Transportation will be a museum of exhibits illustrating the development of the modern railroad—rails, bridges, signals—the first sleeping car and the latest—the bed-room car, models of ship-loading and coal-handling machinery and what not. In other words, rail transport from the slowness and crudeness of the very beginning to all its superb luxuriousness and rapid efficiency of today—all in one vital and dramatic picture.

In another building the film will show some of the less tangible, but vitally necessary and highly important activities of this almost-human wonder—the Iron Horse and its world with which we continually rub elbows.

In truth, the Fair of the Iron Horse, in Baltimore, September 24 to October 8, will be a miniature World's Fair of Transportation—throbbing with action, life and energy—instructive—entertaining—educational.

No admission is to be charged. Reserved seats will be free.

Cordially,

EDWARD HUNGERFORD, Centenary Director.

Predominance of the few over the many is the surest and most fatal sign of a race incorrigibly savage.—
Lytton.

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MORE OF OUR MEMBERS PRODUCE TEXTBOOKS

In keeping with the purpose of the American Federation of Teachers, the democratization of education and the affording of the opportunity to the classroom teacher for participation in formation of classroom policies, we can view with real joy and gratification the increasing number of classroom teachers who have come into the field of textbook writing and have made notable contributions thereto.

One of the latest books produced by classroom teachers is "Our Language," by Dr. James P. Kinard of Winthrop College, Miss Mary Brown, and Mrs. Florence Rogers, teachers in the Wilson Normal School of Washington, D. C. A three-volume book, which seeks to satisfy the several levels of a child's interest in real situations and express them through language, is the general plan and aim of this book.

The first book, by means of simple conversation and dramatization, affords the child an opportunity to acquire certain new information and to use that which he has previously acquired with it. The questions, the poems, the pictures, the whole treatment, gets away from the "I see an apple" type of elementary reader and instead becomes a life-like and lively discussion. Directions and concrete instructions for the correct use of language are given by the stories, however they are implied rather than dogmatically given. "Wise owl" can so much better than a teacher help the child understand health hints, and poems, and the correct use of words, and even later on how to write a letter and how to accent a word.

In the second volume where children are doing, and doing by themselves, an opportunity is given them to get somewhat more involved information; situations more complex are treated; self-government is discussed; and simple theme writing just naturally occurs.

And in the third volume, the child grows up. His civic and moral responsibilities are given an opportunity to express themselves. He's not told that "it is"; he has some material and is asked, "what is." The treatment of more difficult grammatical structures is his problem, and in the discussion of certain situations and conditions he develops an ease in using his tools.

To be sure there are many language books; there are many very good language books, but after all it does take a classroom teacher to realize the situations and opportunities that confront a classroom teacher in using a textbook, and hence we welcome "Our Language" as a contribution to teaching by teachers, valuable because they are teachers.

SELMA BORCHARDT.

Thank God every morning when you get up that you have something to do that day which must be done, whether you like it or not. Being forced to work, and forced to do your best, will breed in you temperance and self-control, diligence and strength of will, cheerfulness and content, and a hundred virtues which the idle never know.—Charles Kingsley.

Laws for the protection of working men and women are clearly explained in the little book, **LABOR PROBLEMS AND LABOR LEGISLATION**, by John B. Andrews. The third edition, completely revised and brought up to date, is just out.

This illustrated volume of 135 pages gives in everyday language, an accurate account of the development and present status of labor laws. In the words of a prominent representative of labor, "It contains a wealth of information in the most available form" on such vital topics as regulation of hours of work, wages, rest periods, stabilization of employment, industrial accident and disease prevention and insurance, and problems of administration.

The fifty pictures and drawings help to tell the story, and to clinch the points made in the text.

A Connecticut trades union official writes: "To me and to our association it has been a boon, as few working men have the time to read and study large volumes, while this book is pithy and to the point—the subjects discussed therein are invaluable for those who wish to keep in touch with problems affecting labor."

LABOR PROBLEMS AND LABOR LEGISLATION, in tough paper binding, can be supplied for 30 cents a copy; or in lots of 10 or more, at but 25 cents each. This rock-bottom price will give organizations an opportunity to distribute the book widely among their working committees. Cloth bound copies are 75 cents each. We pay the postage.

God intends no man to live in this world without working, but he intends every man to be happy in his work.—Ruskin.

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NEW YORK CITY

Negro Labor in the United States, by Charles H. Wesley. 343 pages. Published by Vanguard Press, Inc., 80 Fifth Avenue, New York City. 50 cents.

The American Negro has undoubtedly been one of the most important elements in American economic life as well as one of the most disturbing. His slave labor, as Professor Wesley points out in *NEGRO LABOR IN THE UNITED STATES*, "created the basis of southern wealth," and at the same time sowed the seeds of decadence that not only dissipated that wealth but also emasculated the country that produced it. Moreover the Negroes' post civil war infiltration into industrial fields created as many problems as it served purposes. The result has been a tragic social debacle. There have been conflicts where there should have been cooperation, and inter-racial feuds attributable to industrial friction where the energy expended should have been utilized in eliminating economic difficulties.

It is inevitable that such a work as *NEGRO LABOR IN THE UNITED STATES* should have been written, and it is regrettable that the need for its being written was not felt years ago. Professor Wesley had a tedious task before him. In the light of recent developments there were many paths he could have taken. He could have been super-ecstatic as most Negroes and whites have been during this era of "New Negroes," he could have been tearful and wailed a Jeremiad in the manner of most Negro Labor writers. Instead his approach to the subject is historical, his attitude scientific. He starts out "to present a survey of the development and transition of Negro Labor in the United States from the period of slavery to the period of entrance of Negroes into industrial occupations in large numbers," and his monograph is "not only the study of the labor movement, but it is the story of economic progress and the spread of industrialism among Negro-Americans."

Consequently, the author begins his survey during the period when slavery and industrialism, represented by the south and north, clashed, attempted to merge, and finally realizing their incompatibility became frankly hostile. From there he sketches in detail the economic status of the free Negro and the ante-bellum attitude of white labor towards Negro labor. The trend, aided of course by racial prejudice, was to keep the Negro a toiler in the field rather than a worker in the factory, and the supposition was that Negroes were not capable of skilled labor although experiments along this line had already proved the contrary to be true. Then came the Civil War, fought not so much to free the slaves as to free our present day industrial Colossus from social and constitutional impedimenta; the chaotic transition of Negroes from chattels into theoretical freedom; the feeble attempts to organize the black worker along with the white worker which were frustrated by "politics, racial barriers, and misguided leadership"; the mass movement of Negroes from menial positions to those requiring skill; the World War, and, following that, northward migration with its attendant crises and conflicts.

This book is the first one of its kind and more than

adequate as a precursor to present day conditions and probable developments. Negro Labor is just awakening, and white labor is just becoming receptive enough to acknowledge this awakening and assist in its fulfillment. Anyone approaching the subject of Negro Labor in America will undoubtedly utilize the present volume as a source book, and will find the appended notes, bibliography and index invaluable. This volume is published by the Vanguard Press in their fifty cent series of well-printed, clothbound books.

The much heralded *Catalog of the American Library Association for 1926* has made its appearance:

In it is a list of 10,000 books for the general library, a basic list of 1,000 books for children and sections devoted to literature, history, biography, art, applied science, natural science etc., in each of which 500 to 1,000 books are described. There is also a separate list of fiction. In the education section are listed more than 200 book titles; on child study, there are some 30 titles.

This book is much more than a list. As its title indicates, it is a catalog. The school librarian will find here the correct catalog entry for each book listed, the different subjects under which the same book should be entered in the school library catalog, the correct classification number according to the generally-accepted Decimal system, the L. C. card number, which enables the librarian to order printed cards for the book from the Library of Congress and thus save herself the time and trouble of doing the cataloging herself. She will also find publishers and prices for all books listed and full descriptive notes that will help in making comparisons of books on the same subject or of works of the same author. A complete index by subject, author and title indicates that nothing seems to have been spared to make the book an extremely useful tool.

The American Library Association, 86 East Randolph St., Chicago, is the publisher. 1296 pages: cloth, \$6.00.

TWO BOOKS ON CIVIL LIBERTY

"*Facing the Chair*," by John Dos Passos, novelist and playwright, tells the story of the Sacco-Vanzetti trial. It is sub-titled "The Story of the Americanization of Two Foreign-born Workmen." It has been published by the Sacco-Vanzetti Defense Committee of Boston and may be had from the American Civil Liberties Union, 100 Fifth Ave., New York City, for 50 cents postpaid.

"*Civil Liberty*," a reference shelf handbook compiled by Edith M. Phelps, has been published by the H. W. Wilson Company of New York City. It is prefaced by an introduction by Zechariah Chafee, Jr., professor of law of Harvard University. Arguments and excerpts from authors and statesmen are quoted both for and against the limitation of civil rights. The book may be ordered from the American Civil Liberties Union, 100 Fifth Avenue, New York City, for \$1.25 postpaid.

To the Labor Press:

The Union Labor Life Insurance Company wishes to express its appreciation for the helpful co-operation heretofore manifested. We hope shortly to promote our insurance policies in every state in the Union and in every province in Canada. Our policies are submitted to the several states and provincial authorities. As soon as these legal steps are fulfilled The Union Labor Life Insurance Company will be in practical operation.

In preparing our literature it is deemed desirable to adopt a slogan carrying the message of The Union Labor Life Insurance Company. It has been suggested that all labor publications conduct a slogan contest calling upon their readers to submit suggestions. It is believed that such a contest will arouse great interest among the readers of labor publications as well as further advance the interest that has been aroused.

We request and urge therefore that you immediately undertake such a slogan contest in your publication, and submit to us the slogans that will come as a result.

Slogans received through your publication and accepted by the company will be not only credited to the person suggesting the slogan, but likewise to your publication in having promoted this contest. In addition the person suggesting the slogan will receive from the company a cash prize of twenty dollars in gold. Slogans must not exceed six words.

We sincerely hope that you will act upon this suggestion and enter into this slogan contest.

Faternally yours,

MATTHEW WOLL, President.

TORONTO CONFERENCE, WORLD FEDERATION OF EDUCATION ASSOCIATIONS

From present indications, there will be in the neighborhood of five thousand in attendance at the Toronto meeting of the World Federation of Educational Associations, August 7-12, 1927. Adequate accommodations are being provided for all and the welfare of none will be lost sight of. The program will be varied enough and rich enough to warrant this attendance and definite, purposeful agenda will guarantee that many issues vital to the educational interests of the family of nations will be considered.

Men and women widely known for their views and accomplishments will address the Convention. Reports will be made on the several committees set up in the Herman-Jordan Plan, together with a definite program of what may be done by education to allay national jealousies and racial and religious hatreds. It is expected that a definite, sane and effective program will be evolved. While discussion groups may deal with almost all phases of education, it is the purpose of the Federation to confine itself first of all to a few essentials such as may be set up in the plan above mentioned.

One of the direct benefits which will accrue from such a meeting is the bringing together of groups of educators from different countries who may become acquainted with each other, discuss educational problems in all parts of the world, thus broadening the viewpoint and conception of teachers everywhere. There is no attempt to standardize education in the different countries but to use the racial and national traits and

characteristics, traditions and backgrounds such as they are, to weave them together with a more sympathetic understanding into a great cause, world-wide. A program of education is essential to international understanding.

War is the result of misunderstanding. Misunderstanding and national hatreds are the result of ignorance, and ignorance is a direct problem of education. One need not be a delegate to enjoy the group discussions and the general programs. We believe that persons who attend the Convention will receive inspiration and information which will be beneficial in uniting the five million teachers of the world who are teaching the three hundred million children into bonds of fellowship and sympathy which will make of education a cause and a vital force in directing the trend of civilization to a higher plane.

To the Members of the Educational Association:

To the formal invitation of the World Federation of Education Associations to meet in Toronto, August 7-12, 1927, we wish to add our special invitation. The Canadian Teachers' Federation, acting on behalf of twenty thousand Canadian teachers, is to be the official host of this great Conference, and as such, the Canadian Teachers' Federation would welcome the largest possible attendance of members of your organization and of the other teachers' organizations throughout the world.

The teachers of Canada believe that this Conference should be a distinct step in human progress. The intermingling of thousands of teachers from all parts of the world must prove of inestimable influence. So strongly do they believe this, that they have assumed the full responsibility for all the Canadian arrangements and acting in their name the Canadian Teachers' Federation cordially invites every member of your organization to Toronto in 1927 who can possibly attend.

The Canadian Committee will gladly do everything in its power to make everyone feel at home in Toronto during the Conference. Expert assistance will be provided in billeting, meals, excursions, and post-conference trips. Social functions will be provided for all delegates, official and unofficial, though of course certain meetings and functions must be confined strictly to official delegates.

Canada is a vast country of infinite resources and charm. Toronto is her second largest city, a city of homes and churches, a great centre of education and art, of commerce, industry and finance, and the seat of Government for the Province of Ontario. The teachers of Toronto join with the other teachers in the nine provinces of Canada in sending you a most cordial welcome.

M. J. COLDWELL, President, Canadian Teachers' Fed.

GEO. I. ELLIOTT, Secretary, Canadian Teachers' Fed.

E. A. HARDY, Chairman, Canadian Committee of Arrangements.

CHARLES G. FRASER, Secretary, Canadian Committee of Arrangements.

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Our Locals

ST. PAUL FEDERATION OF WOMEN TEACHERS OPPOSED TO CLOSING OF LIBRARIES

The following resolution was adopted at the regular meeting of the Federation of Women Teachers Monday afternoon:

"WHEREAS, Branch libraries in the schools are being closed for the reported reason of lack of funds with which to maintain them; and

"WHEREAS, The location of libraries in places easy of access to young children makes it possible for them to become trained in the use of libraries, forming a habit of value increasing with each year of life; be it

"RESOLVED, That the Federation of Women Teachers deplores such a move for any reason whatsoever and urges all organizations interested in the welfare of children to unite for the purpose of carrying forward an intelligent inquiry into the matter with the view of cooperating in the removal of the cause or causes of the proposed action of the Department of Education; and be it

"FURTHER RESOLVED, That the Professional Committee be instructed to make every effort to bring about the intent of the Federation as expressed in these resolutions, with full authority to act."

The closing of the school libraries has greater significance for the school teacher than any other element, and the action taken is an expression of their concern and an index to their attitude.—*St. Paul, Minn., Union Advocate.*

A. E. CROFT IS TEACHERS' HEAD

A. E. Croft was elected president of the Madison Federation of Teachers for the year 1927-28 at its meeting Thursday night in the Y. W. C. A. Miss Marguerite Baker was elected treasurer and Miss Caroline V. Eddy, secretary.

The organization voted to print a professional paper to be distributed to members of the group next September. Mr. Croft heads the committee to edit the publication. Miss Florence Hardgrave was appointed chairman of a committee to revise the constitution and a committee of nine was selected to conduct a membership drive. The first meeting of the next school year will be held the third Thursday in September.—*Capital Times, Madison, Wis.*

The usual monthly noon luncheon of the Portland Teachers' Union took place at the Grey Cottage Tea Room, 362½ Alder St., Saturday, May 14th. Dr. E. B. Mittelman of the Economics Department of Oregon Agricultural College was the speaker of the day. Dr. Mittelman was one of the first teachers in the Portland Labor College. He has always taken a great interest in the labor movement and is an authority on the history of the American trade union movement.

The April number (Chicago Special) of the American Teacher is full of excellent material. It is a number well worth getting into the hands of your friends.—*Portland Teachers' Union News Letter.*

LOCAL NO. 31

Since Local No. 31 is located at the state capital its history in the year when the state legislature meets, is little more than the story of the work of the Legislative Committee. The work of this committee, found on another page of the number, shows what has been accomplished for California. Local No. 31 always feels confident that all that can be accomplished at the legislature will be done under the able leadership of R. W. Everett, who is chairman of the State Committee on Legislation, as well.

The close of the year's work of the labor college brings with it also the close of Mr. H. Aaron Director's services to workers' education in Portland. Mr. Director is resigning as director of the college in order to do graduate work at Chicago University next winter. It is with sincere regret that we announce this withdrawal from our midst of one who has been a constant stimulus to us teachers and to the workers at the labor college. None need prodding so much as teachers and Mr. Director has the faculty for doing that sort of thing. Some of us are capable of doing such prodding perhaps, but we are too careful of the feelings of the victim. Mr. Director spares no one, with the result that he often goads some of us to the point of angrily cussing him under our breaths, at least. But it's a safe venture that none of us so prodded have come off any the worse for it, but have really been forced to do a little re-measuring of our former standards of value. Certain it is we shall all miss him in this city of almost deadly uniformity of thought. The fate of most of us high school teachers is that we mill around endlessly in a little circle of petty ideas. We need to be shaken out of them from time to time and who will do the shaking when Mr. Director leaves us? In any case we wish Mr. Director well in whatever work the years bring to him.—*News Letter, Portland Teachers' Union.*

RESOLUTION

At the annual executive meeting of the California State Teachers' Federation on April 23, 1927, the case of Dr. Kerlin and Prof. Kinneman of the West Chester Normal of Pennsylvania, as an example of the violation of academic freedom, was discussed and the following resolution was adopted:

Whereas, The children of America are entitled to the leadership of men and women who are not afraid to express their honest beliefs; and this cannot be obtained, especially in the secondary schools, if teachers are to be dismissed without chance for a hearing; and

Whereas, Freedom of discussion and of thought is one of the most cherished of American traditions; therefore be it

Resolved, That the California State Federation of Teachers, through its Executive Committee, express its disapproval of the action of the trustees of the West Chester Normal in dismissing Dr. Kerlin and Mr. Kinneman from the school as apparently a violation of academic freedom.

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