

*Democracy in Education**Education for Democracy*

The American Teacher

THE ORGAN OF THE AMERICAN FEDERATION OF TEACHERS

The Eternal Struggle

Were there no progress the world would fall!
Life is a ladder and Fate a wall.
Each is ascending in eager quest,
To reach a station above the rest;
All surge and climb, with no qualm nor stop,
In weird confusion to gain the top;
Glimpsing the struggling horde below
That heave and lapse in a restless flow,
Like throbbing tides that recede and rise,
In weary murmurs and sullen sighs,
While drifting wreckage of wealth and toil
Is swept along in a hapless broil,
Hither and thither with vague success—
Haunted with shadows of worldliness
That grin like phantoms, midst ruins old,
Through witching vistas of fame and gold;
And human hearts grow confused and fraught
With idle fancy and longing thought,
While the eternal struggle and strife
Strangle the freedom and charm of life
In the rush and turmoil to attain
A princely goal and descend again.

—GEORGE SANDS JOHNSON.

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LIBERTY

By John Hay

What man is there so bold that he should say,
 "Thus, and thus only, would I have the Sea"?
 For whether lying calm and beautiful,
 Claspings the earth in love, and throwing back
 The smile of Heaven from waves of amethyst;
 Or whether, freshened by the busy winds,
 It bears the trade and navies of the world
 To ends of use or stern activity;
 Or whether, lashed by tempests, it gives way
 To elemental fury, howls and roars
 At all its rocky barriers, in wild lust
 Of ruin drinks the blood of living things,
 And strews its wrecks o'er leagues of desolate
 shore—
 Always it is the Sea, and men bow down
 Before its vast and varied majesty.

So all in vain will timorous ones essay
 To set the metes and bounds of Liberty.
 For Freedom is its own eternal law:
 It makes its own conditions, and in storm
 Or calm alike fulfills the unerring Will.
 Let us not then despise it when it lies
 Still as a sleeping lion, while a swarm
 Of gnat-like evils hover round its head;
 Nor doubt it when in mad, disjointed times
 It shakes the torch of terror, and its cry
 Shrills o'er the quaking earth, and in the flame
 Of riot and war we see its awful form
 Rise by the scaffold, where the crimson axe
 Rings down its groove the knell of shuddering
 kings,
 For ever in thine eyes, O Liberty,
 Shines that high light whereby the world is
 saved.
 And though thou slay us, we will trust in
 thee!

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Thousands of New Words

<i>such as—</i>	amatol
audion	junior college
relativity	realtor
overhead	Blue Cross
C-tube	broadcast
vitamin	Esthonia
aerial cascade	Hejaz
paravane	agrimotor
dysgenic	shoneen
sugamo	Fascisti
megabar	mystery ship
rotogravure	hyzone

are clearly defined in the "Supreme Authority"—

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The American Teacher

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SEPTEMBER, 1927

Two Dollars a Year

Address of the President

Mary C. Barker

Eleventh Annual Convention of the
American Federation of Teachers

The founders of the American Federation of Teachers set up the slogan, "Democracy in Education: Education for Democracy." The influence of the organization under that banner has been felt in no uncertain measure. Abuses of power and dangerous tendencies toward exploitation in the administration of the schools have been brought to the attention of those responsible. There have been reforms in many quarters. There is increasing evidence that the school world is conscious of the demand for reforms.

The unwholesome conditions have been brought to the attention of the public, where a more intelligent understanding of school problems augurs well for a better day. In defense of the freedom and of the usefulness of the schools has been mustered a small army of those who can appreciate the significance of conditions that suppress initiative and curtail the application of democratic ideals in education.

Not the least in need of stimulation in the particular kind of social intelligence here involved have been the teachers themselves, and the American teacher, whether in the Federation or out of it, has felt the quickening power of the new emphasis which the American Federation of Teachers has given to these ideas.

Where efforts to curtail the freedom of the teacher had served to intimidate and repress, that servant of society has developed a new sense of responsibility and the courage to resist these anti-social tendencies. Where an all too common interpretation of the teacher's work and position had produced an attitude of snobbery and complacency, a new appraisal of the facts concerning the value of their services has worked to develop in teachers self-respect and a critical attitude toward the work that is theirs. Where isolation in the community life had characterized the atmosphere of the teacher group, association with their fellow workers in other vocations has

widened the horizon of community interest and is producing a better citizen. Teachers have discovered the necessity for becoming articulate in the community life, and the experience has given new vitality to their own work.

Second in importance only to its influence in solving problems of direct concern to the schools and the teachers in them, has been the effect of our program in a field of more general application. In matters involving social justice, human welfare and progress, as they have arisen in local, national, and international affairs, it has been the policy of the American Federation of Teachers to set forth what it conceived to be the most desirable ends to be sought, and to suggest sound methods by which those ends might be accomplished.

The effect of this growing social interest of the teacher means that new power is entering the school room. A new personality will meet the boys and girls as they gather there, and the younger generation stands to gain immeasurably by the contact.

But one wonders if we could not do something more to hasten the day when this improved teaching shall be general. Without leaving undone any of the good things we already do, might we not develop a line of more direct appeal to the teacher? Every group recognizes the necessity for stimulating its own membership, no matter how experienced. We have the apprentice with us always, which is as it should be. Then there is the teacher-at-large who is not one of us.

It is not meant to overlook nor to underestimate the value of our official organ. The American Teacher this year has been an excellent paper; an unstinted praise should be given to those who have made it so, particularly to the secretary.

But the thought is of a more specific and direct

appeal to the teacher in the interests of his or her own equipment for making better citizens out of the boys and girls that pass through the schools.

To what extent are teachers to blame for the indifference of the great majority of the men and women in this country in the matter of their civic responsibilities? And what portion of the teachers of the land do you estimate have a very definite understanding or appreciation of the reasons for defending freedom of speech, freedom of assembly, or other items in a decalog of the freedom of man? Why are there so many attacks upon freedom to think, freedom to teach and freedom to learn? Why is the demagog able to wield more influence than the scientist?

Outstanding cases of such abuses have happened so often during the past year that it would be hard to enumerate them. The offenders are almost always the products of from twelve to sixteen or more years of schooling. Surely we teachers and the curriculum have been at fault. But no curriculum is going far without the life that is put into it by the teacher. It will be of herself or himself, as the case may be, or it will be nothing.

As we deplore these recurring displays of the non-thinking, or the uninformed, or the anti-social mind in the present generation, let us lay the foundation to make a more creditable showing in the training of the next.

Can we not devise some method of publicity by which such material as has been indicated, will get direct to teachers, unencumbered by other material so as to be sure to have the service register?

Organization of Work

The Tenth Convention of the American Federation of Teachers, hoping to make our work more effective and to increase the usefulness of the Federation, set up five standing committees designated as follows: Education, Professional Improvement, Academic Freedom and Tenure, Legislation, Promotion and Organization.

The chairmen of the several committees were appointed by the convention and the program of work for each committee as outlined by the convention committee on Promotion and Organization was adopted by the convention. Suggested lists of people to serve on these committees were

furnished the committee chairmen by the members of the Executive Council and the chairmen were asked to organize their own committees. There is no doubt that we have here the machinery for some very important and constructive work. The standing committees are due to make report to the convention.

In the case of the Committee on Promotion and Organization, the year's experience indicates that some of the questions that were in our minds and discussions when we adopted the plan, were not without reason. One of the New York delegates at the time made the point that the plan for this committee amounted to setting up another executive committee, that instead of facilitating the execution of the work ordered by the convention this additional machinery would hinder the carrying out of those measures. While others were in doubt and all of us realized that we were experimenting, we voted to make the experiment.

In one feature of the plan the objection advanced has been vindicated. The year's experience has proved that it was not wise to remove from the president and the secretary the responsibility for seeing that the orders and resolutions of the convention were executed.

It is not the purpose of the president to anticipate Dr. Linville's report as chairman of the standing committee on Promotion and Organization. While she is ex-officio a member of the committee, she has heard nothing from the chairman since last fall when he completed the work of the convention committee of the same name by assigning the resolutions of the convention to the several committees and sent to Atlanta the assignments of work for the committee on Professional Improvement, of which she was also made a member, in this case, not ex-officio.

While it is not known what will be the recommendation of the chairman of the committee on Promotion and Organization after a year's experience with the program outlined, it is a safe guess that there will be no conflict of opinion as to the advisability of the change here proposed.

Be that as it may, it is here recommended (1) that upon the president and the secretary-treasurer be placed the responsibility for seeing that the orders of the convention are carried into effect, and (2) that the purpose of the standing com-

mittee on Promotion and Organization be to bring about the organization of new locals and to extend the influence of the American Federation of Teachers. This work is outlined in the report of Dr. Linville's convention committee last year as follows: "The standing committee should plan (1) for the extension of our organization; (2) for effective publicity; (3) for counteracting hostile public opinion; (4) for improving the service of the American Federation of Teachers to its members; (5) for co-operation with the labor movement in the work of organizing teachers."

It will be seen that the major part of the work outlined for the committee, and a full load of it, will remain after the president and the secretary-treasurer have been charged as the responsible executives.

Financing Organization

The Tenth Convention charged the Committee on Promotion and Organization with the task of raising a fund of \$25,000 outside of our locals and chiefly among other labor organizations to promote a three year organization campaign for the American Federation of Teachers. Without meaning to discourage in any way the above mentioned project, it is again recommended that the members of this convention consider seriously the psychological effect of a movement like the American Federation of Teachers making no definite provision to finance the propaganda of its ideas out of its own resources. The American labor movement has developed through the sacrifices of those affected. It expects teachers to do the same thing and it has a right to expect it. If we can get money elsewhere, let us get it. But in the meantime, and all the time, let us get some from our own people. Other people's money will not necessarily interest our people. Their own money will.

Because of earnest conviction of the necessity for the thing proposed, it is recommended that the American Federation of Teachers begin to collect an extension fund from the membership, preferably by voluntary donations from individual members, the sum to be forwarded to the national office by the local financial agent authorized, that a report be distributed once a year showing the amount collected and, as far as can be judged, the results accomplished by means of it.

As a second choice, if the above does not meet your approval, it is recommended that the several locals be asked from time to time to finance organization work in their own localities. This plan would not be barred by adopting the first proposal.

IN MEMORIAM

The American Federation of Teachers has suffered an irreparable loss in the passing of William Mann Fincke, who gave most generously of his wealth, ability, energy and lovable personality to the cause of academic freedom, civil liberty, labor and education. His optimism, courage, cheerfulness in the face of adversity and devotion to a better social order have left an indelible imprint upon the cause of both education and labor. We prize his gifts to us and mourn the loss of his fellowship.

Hedwig Hochbaum Hume, a charter member and first president of the Federation of Women High School Teachers of Chicago and one of those whose courage, foresight and persistence made possible the organization of the American Federation of Teachers, has in her passing left a permanent imprint of her splendid character and vigorous personality upon both the local and national organizations. Her influence is today far-reaching and inspiring.

Genevieve Gilruth gave of her vivid personality, her loyalty, her richness of understanding and her generous enthusiasms to her work, to her friends and to the cause of laboring humanity. To her the American Federation of Teachers owes a great debt for gifted service. We wish to express our sorrow for her loss and our thankfulness for the wise and courageous leadership she has given us. The high spirit and the kind intelligence which she has contributed to our federation will live on in her work.

BE IT RESOLVED, That the American Federation of Teachers in Annual Convention assembled take this opportunity to pay tribute to these outstanding figures in our organization; and be it further

RESOLVED, That copies of this resolution, with the three accompanying paragraphs, be sent to the families of these honored and loved members and to their local unions.

Program for American Education Week

The American Federation of Teachers has prepared a suggestive program for each day of American Education Week, November 6th to 12th. A slogan is proposed for each day.

The program and slogans are as follows:

MORAL DEVELOPMENT DAY

Sunday, November 6—The Development of High Moral Standards Among All Men.

1. The record of achievement in moral growth under freedom in America.
2. Creative activity and self-direction in education in relation to character development.
3. The release of the Creative Power of workers as the key to industrial ethics.
4. Social ideals as a power in individual and group conduct and in relations between the nations.

Slogan: **Freedom to Choose and Intelligence to Know the Right, Lead on to Character.**

AMERICAN TRADITIONS DAY

Monday, November 7—American Traditions of Freedom.

1. Freedom of the Press; the Zenger case of 1734 in which a printer of the Colony of New York won the freedom of the press for Colonial Americans.
2. The Revolution—The Declaration of Independence; the influence of Thomas Jefferson; political freedom.
3. Democracy; Lincoln's First Inaugural Address; the Gettysburg Address; the Emancipation Proclamation.
4. Freedom of speech.
5. America establishes the principle of religious freedom to all, (a) The Statute of Toleration of Maryland, 1649; (b) Religious liberty in the colony of Pennsylvania, 1665; (c) Roger Williams in Rhode Island, 1636 (1663); (d) Thomas Jefferson in Virginia (1777-78); (e) The First Amendment of the Constitution (1791).

6. America, the Haven of Political and Religious Refugees. (a) The Pilgrims, 1620; (b) Louis Kosuth, the President of the Hungarian Republic, 1848; (c) Refugees of the German liberal movement, 1848; (d) Russian refugees from religious pogroms, 1880-1904; (e) Cases of our government refusing to surrender Russian refugees to Czar's government; (f) Huguenots, Germans, Moravians of the 18th Century.

Slogan: **America First in Freedom and Democracy.**

NATIONAL PROGRESS DAY

Tuesday, November 8—National Progress in Times of Peace.

1. The Development of Agriculture.
2. The Development of Industry.
3. Transportation.
4. Commerce.
5. The development of public education, workers' education and of general educational institutions; the part played by the labor movement and other organized groups.

6. The development of new world culture; literature; philosophy, art, music, drama.

7. The promotion of the national spirit through friendly relations with other countries—as advocated by Washington, Jay, Franklin, Jefferson.

AMERICAN INSTITUTIONS DAY

Wednesday, November 9—American Institutions Promoting Social Progress.

1. Representative assemblies voicing the will of the people in community, state, and nation. (a) The Virginia House of Burgesses, 1619; (b) The establishment of the principle of self-government throughout America, about 1689.
2. The Northwest Ordinance, 1787; statehood versus imperialism.
3. The Constitution; a government instituted by discussion, not by violence.
4. The administration of Government; when carried on by honest, qualified and devoted officials in local, state and national branches.
5. Voluntary associations on a community basis; community councils; city clubs, playground associations, garden clubs, probation societies.
6. Political organizations to proclaim political issues; political parties, old and new.
7. Economic organizations operating in our industrial and commercial life; the American Federation of Labor and the railroad brotherhoods; U. S. Chamber of Commerce; manufacturers associations and farm organizations.
8. The public school and other educational institutions.
9. Federal, state and local courts.

Slogan: **The Will of the People, the Supreme Law.**

POLITICAL LIBERTY DAY

Thursday, November 10—The Extension of Political Intelligence Among the People of the Nation.

1. Town Meetings.
2. Free discussion of all political questions to promote general understanding.
3. Freedom of assemblage.
4. Freedom for all political parties.
5. Universal suffrage.
6. The duty of the teachers and of all other citizens to encourage the discussion of political and social questions, subject to the guidance of sound educational principles.
7. Freedom of the radio.

Slogan: **No Progressive Government Without Ideas; No Progressive Ideas Without Freedom.**

SOCIAL JUSTICE DAY

Friday, November 11—Social Justice for All.

1. Child Labor Law; compulsory education; juvenile courts.
2. Social and equitable apportionment of public money; adequate school appropriations.
3. Justice for the alien; justice for all races, political, economic, social.

4. Tendencies making for improved industrial relations; collective bargaining, shop committees, union-management co-operation, viz., railroads; mediation and arbitration.

5. Public regulation of railways and other utilities.

6. Mothers' pension and workmen's compensation legislation.

7. Conservation of forest, mineral and power resources of the nation.

Slogan: **There Shall Be No Exploitation in America—Neither of Men, Women nor Children.**

PUBLIC HEALTH DAY

Saturday, November 12—Public Health—The Guarantee of the Strength of the Nation.

1. Physical education.

2. The triumphs of sanitation and preventive medicine. Heroes of peace: Koch, Lister, Pasteur, Metchnikoff, Gorgas, Lazear, Curie, Noguchi.

3. Play and leisure in relation to public health.

4. The socialization of health protection; value of medical research institutions.

5. Disease no respecter of national boundaries; the necessity for international relations.

6. The study of race improvement.

7. National, state and municipal park systems and regional planning.

Slogan: **Sound Bodies for the Service of Mankind.**

TEACHERS MAY TALK UNDER STRICT RULE

Superior, Wis.—High school teachers in this city are asked to sign away their rights as citizens and to criticize educational methods only in the form prescribed by the board. The contract provides:

"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."

A state-wide, all-inclusive teacher tenure law has just been enacted in Indiana. The legislature of Indiana met in January and adjourned on March 7. The State Teachers' Association spent all its time and effort during this period in obtaining the passage of this one bill. In general the new law provides that "any person who has served or who shall serve under contract as a teacher in any school corporation in the State of Indiana for five or more successive years, and who shall hereafter enter into a teacher's contract for further service with such corporation, shall thereafter become a permanent teacher of such school corporation." The term teacher is defined to include all teachers, principals and superintendents. Provisions are made for dismissal of teachers for cause, but only after a hearing before the school board if the teacher asks for such hearing. Teachers are not permitted to cancel contracts during school terms under penalty of suspension of license for a year.—*The Illinois Teacher.*

THE ELEVENTH ANNUAL CONVENTION OF THE AMERICAN FEDERATION OF TEACHERS

Chicago, June 27th-July 1st, 1927

"The American Federation of Teachers conducts its affairs democratically through annual delegate conventions, absolutely without dictation or interference of any kind." And the Eleventh Annual Convention was no exception to the rule. We got a splendid start with the following telegram from President William Green of the American Federation of Labor, letter from President John H. Walker of the Illinois State Federation of Labor and greeting and inspiration from Dr. John A. Lapp, President of the Liberal Club of Chicago.

It is indeed a source of keen regret that my engagements will not permit my attending and addressing the Eleventh Annual Convention of the American Federation of Teachers. Though absent in person, I am with you in spirit. I extend to you, to the officers and delegates attending your convention, fraternal greetings and best wishes for the success of your convention. The American Federation of Labor is deeply interested in the work of the American Federation of Teachers. We desire to assist you in every way possible in carrying forward your work of organization and education. I earnestly hope that the declarations and decisions of your convention will redound to the best interests and advancement of your organization, your membership, and the entire Labor movement.

(Signed)

WILLIAM GREEN.

Mrs. Florence Curtis Hanson, Secy. Treas.,
American Federation of Teachers,
327 S. LaSalle St., Chicago, Ill.

Dear Mrs. Hanson:

I am writing to advise that the session of the Illinois Legislature has been extended to include next week, because of matters over which I had no control. Tuesday of next week has been set as the date on which the Women's Eight-hour Bill will come up for final roll call in the House. That matter is vitally important to the labor movement. The women workers consider it the most important of all the things they now have under consideration. Under the circumstances I must be here.

I regret this very much as I anticipated with pleasure filling my engagement to be at your convention on that date. I am indeed sorry that I cannot be with you as I would like very much to have met the representatives of the teachers who have a sufficiently clear understanding of the labor problems to realize the need for them in the trade union movement, who in addition, have the courage to join it and take the risk of paying disagreeable consequences for discharging their obligation to themselves and humanity.

I sincerely hope that you may have a harmonious convention; that your work may mean progress for

yourselves and be helpful to the cause of humanity; that it may result in a united membership working intelligently and aggressively to build up your organization and the general labor movement and to help in the solution of the problems of the day in the way best calculated to serve the common interests.

With warmest personal regards and good wishes.
I am, Fraternally yours,

J. H. WALKER.

In spite of the heat the delegates worked with enthusiasm from Tuesday morning until Friday noon stopping only for the banquet tendered them by the Chicago Federation of Men Teachers and the Federation of Women High School Teachers on Wednesday evening, and a delightful lake trip as guests of the same locals on Thursday evening. The inspiring banquet addresses of Dr. Theodore G. Soares, University of Chicago, and Assistant Superintendent William J. Bogan, Chicago, will appear in the October number.

The Webster Hotel made us so comfortable that we forgot the discomforts of heat and hard work.

Conventions are always encouraging to us. We meet one another and so each one is inspired by the other.

The first decade of the American Federation of Teachers has passed. It was an interesting period, a period of creation and establishment—a worthwhile period which tested us. We were starting—starting not only ourselves but others who needs must be affected by us. We gave a renewed and active impetus to teacher tenure laws; we urged without shame the recognition of the purely economic needs of the teacher; we fought, often in the face of popular hysterical opposition, for the maintenance of the American constitutional rights of freedom of speech and of the press; we consistently sought to make teaching a profession and to obtain greater freedom and self-respect for the teacher. And with it all we have survived.

We are not always liked; at times those who fear us may strongly dislike us. We are not always successful; victory cannot always be ours. However, our record of achievement, both social and economic, is one of which we are justly proud. Moreover, we have by our actions earned the respect not only of those not in the movement, but we have also consistently and continuously conducted ourselves in such a way as to main-

tain our own self-respect. So we have triumphed.

The second decade of our existence has successfully started. Our eleventh annual convention was a great success. One of the outstanding characteristics of this convention was the "carry on" tone of it. We were not simply starting, we were going on! The work started is going on and going on successfully. We have achieved for ourselves; we are helping others to achieve. The other educational organizations are following our lead.

We are a pioneering organization. We are young, we dare. Our activities have proven themselves to be continuous and they remain as effective as when they started. We are happy, we are encouraged, we are sure that this second decade like the first is destined to inspire educators everywhere.

The addresses, reports and findings of the Convention will appear in future issues of the American Teacher.

IS THIS THE RESULT OF A COLLEGE EDUCATION?

The senior class of Yale College and Sheffield Scientific School voted Napoleon their favorite historical character, Mussolini the most outstanding figure among living men, and the seniors of Sheffield voted for Mussolini as their favorite present-day character.

Is this what higher education does for young Americans? Or is there some flaw in our national character? French school children voted Pasteur their great hero. They passed by the martial geniuses of France, and selected the man who had done more for the relief of human suffering and the saving of human life than any other yet born.

But these young gentlemen of Yale and Sheffield, heirs of Washington and Jefferson, presumably familiar with history from Marathon to the Marne and with the statesmanship and science of today, choose for their favorite of the past a brutal Corsican adventurer, who ruined his country, and for their favorite of the present a yet more brutal—and far less able—Italian usurper who is fast ruining his!

It isn't wise to get too serious about the notions of young men of 22 to 25, but considering the care and money lavished on their training, the reactions of these youthful gentlemen are rather disappointing.—*Labor.*

We should ever have it fixed in our memories that, by the character of those whom we choose for our friends, our own is likely to be formed and will certainly be judged by the world. We ought, therefore, to be slow and cautious in contracting intimacy; but when a virtuous friendship is once established, we must ever consider it a sacred engagement.—*Blair.*

LABOR DAY, 1927

By Frank Morrison,
Secretary American Federation of Labor

Labor Day is a guide by which we measure increased understandings of our purpose and methods.

Labor Day, 1927, is no exception to the rule that year by year the workers are better organized, educated and self-disciplined. This equips them for service in industry and in those fields of social activity that should interest every citizen.

Labor's advance is in proportion to its collective intelligence and its capacity. Sensational gains are unstable. To be permanent they must rest on unity and education.

Organized labor differs from revolutionary groups that discard orderly processes and ignore social development.

Organized labor's philosophy is rejected by the impatient and by those who refuse to accept the history of progress.

Historically, gains made by a people through sudden upheavals have not been retained. The outward form may be held, but the permanency of changes that are intended to bring higher standards of civilization are in proportion to popular capacity for self-government.

The present situation in Russia, where a group of dictators have replaced the Czar, illustrates this point.

Appeals to intelligence are not sensational. The unfolding of a human mind, the awakening to possibilities heretofore undreamed has no element of the theatrical. This is why gains made by the trade union movement are so often more real than apparent. This is why organized labor is invincible, why its lines are never broken, though occasionally bent.

An army can move no faster than its smallest unit, so organized labor adjusts its activities to the intelligence, willingness and unity of every group. This policy is necessarily slow, when considered in periods of days, but when judged by the standard of our country's life, the workers' progress is rapid and lasting.

Labor's philosophy is the philosophy of democracy. Neither popular government nor trade unionism can depend upon "leaders" who are so essential to an autocracy.

We trade unionists are aware of the reason

for opposition to our movement. We know that intelligence and organization are the only effective weapons against privilege and rulership by the few.

This thought is being accepted by workers in greater numbers, and on this Labor Day we re-dedicate ourselves to the cause of Education and Organization of wage workers.

AN EDUCATIONAL "LOCARNO"

An educational "Locarno" which met from 3rd to 15th of August in that famous flower-filled valley of the Tessin fulfilled all expectations. Educationalists from all parts of the world assembled at Locarno, under the auspices of the New Education Fellowship, to discuss the problems of progressive education.

Delegates included the Directors of Education for South Australia and S. West Africa, the Secretary of Public Instruction for Liberia, the Secretary of the National Council of Education, Canada, a representative of the Education Department of Santo Domingo and of the Government of Belgium. Representatives attended from the Universities of Dacca and Allahabad (India), of Havana (Cuba), Cagliari (Italy), the Keiogijuku University (Tokio), in U. S. A., the G. Peabody College for Teachers, Iowa State College, Penn College, International Institute of Teachers College. Among the associations sending delegates were the American Federation of Teachers, the Child Study Association (New York), the Progressive Education Association, the Teachers' Union (New York), the Union of Parents' Associations (New York), the Florida Education Association, the Association of Private School Teachers of the Eastern States of America, the Polish New Education Association.

Among the pioneer schools represented were Frensham Heights, Bedales, Garden School (England); Lincoln School of Teachers College, North Shore Country Day School, Winnetka Schools, Beaver Country Day School, Edgewood School, Tower Hill School, Ethical Culture School, Downers Grove Junior Elementary School (U. S. A.), Tyninge High School (Sweden), Odenwaldschule (Germany), Hof-Oberkirch (Switzerland); Decroly School (Belgium).

In addition to regular evening lectures on the subjects involved in the general theme of the Conference "The True Meaning of Freedom in Education" there were morning study-discussion groups on such subjects as Co-education, The Problem Child, Individual Methods, Intelligence Testing, The Psychological Freeing of the Teacher, Experimental Schools.

Miss Ruth Gillette Hardy, delegate of the American Federation of Teachers, conducted a Round Table on the topic, "Selection of Teachers for Creative Education," a report of which will appear in a later issue.

No education deserves the name unless it develops thought, unless it pierces down to the mysterious spiritual principle of mind and starts that into activity and growth.—E. P. Whipple.

A CODE OF ETHICS FOR SECONDARY SCHOOL TEACHERS

(Endorsed by the O. S. S. T. F.)

Duties of Teachers

(a) To the Public.

Teachers should take an active interest in the affairs of their community, and should endeavor to play their part as citizens, particularly by assisting in the promotion of all worthy causes.

(b) To Their Students.

Teachers should endeavor to advance in every way the highest interests of the pupils under their care, and, while maintaining due professional dignity, should show an attitude of kindness and impartial justice.

(c) To Boards of Education.

A clear understanding of the law of contracts is incumbent since teachers are expected, once a contract has been signed, to observe scrupulously all its clauses. Information regarding the form of contract required in any school may be obtained from the Secretary of the Federation.

(d) To the Teaching Profession.

Recognizing that individual success is bound up ultimately with the success of the profession as a whole:

(1) Every teacher should affiliate with our professional organization.

(2) No teacher should imperil the position of a fellow-teacher or weaken the profession by *underbidding* or *supplanting*.

(3) No teacher should seek to arouse a spirit of antagonism against a fellow teacher by disparaging remarks.

(4) Teachers should, on the contrary, co-operate with principals and fellow-teachers in promoting the best interests of the students under their care.

In Conclusion—Let us as teachers cultivate the fine virtue of loyalty. The loyal teacher will have the proper attitude towards his community, his school and his fellow-teachers. The loyal teacher will live respected and die lamented.—*Teachers' Bulletin, Ontario S. S. Teachers' Federation.*

SPECIAL PRIZES FOR ESSAYS AND DEBATES ON THE PROBLEMS OF WORLD PEACE

Charles Sumner bequeathed the sum of \$1,000 to Harvard University for an annual prize for the best dissertation on universal peace and methods by which war may be permanently superseded. "I do this," he said, "in the hope of drawing the attention of students to the practicability of organizing peace among nations."

A similar gift was made by Mr. W. H. H. Bryant to Bates College, Lewiston, Maine.

The Seabury Prizes. Annual prizes are offered by the Misses Mary and Helen Seabury of New Bedford, Massachusetts, through the American School Citizenship League to the students of normal schools and teachers' colleges and to juniors in secondary schools.

The Intercollegiate Peace Association promotes peace oratorical contests in the colleges.

The Institute of International Education offers occasional prizes.

Federation Leaders Endorse the Weekly News Review

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

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

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

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

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

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

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

These comments came to us during last year's use of the paper. This year we are making marked improvements. We have established a Research Bureau for the use of our subscribers; we have added two supplementary pages in which we explain in simple terms the business, industrial and labor developments, describe problems of various cities and localities and furnish suggestions and bibliographies to students engaged in the Constitution oratorical contests. We also make a very attractive magazine offer. The subscription price is the same as before: a dollar a year or fifty cents a semester for clubs and \$1.20 a year for single copies. Write for samples.

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PIONEER YOUTH OF AMERICA

Pioneer Youth of America, an educational club and camp organization for workers' children, sponsored by many trade unions and leading educators, held its fourth Annual Labor Conference March 2nd in the Auditorium of the International Ladies Garment Workers Union, 3 West 16th St. (N. Y. C.); seventy-five unions being represented and Thomas Curtis, President of the Tunnel and Subway Construction Union of North America, and once president of the N. Y. State Federation of Labor, presiding.

Joshua Lieberman, Executive Secretary of Pioneer Youth, reported on the year's work. He said in part:

"The growth of interest in Pioneer Youth has been phenomenal. Requests for the formation of branches have been received from all sections of the country—the Seattle Labor College; San Diego, Calif., Central Labor Union; The American Federation of Hosiery Workers in Milwaukee; Pa. Federation of Labor, Harrisburg, Pa.; and labor groups in Chicago, Schenectady and Boston. Coal miner groups in Pennsylvania have been particularly urgent.

"Even now a group of labor people and educators in Baltimore, headed by Broening, Head of the Baltimore Federation of Labor, are preparing for the first Pioneer Youth Conference in that city on March 10th. They plan establishing a branch and to begin with a summer camp.

"The demands made on our organization in New York and Philadelphia, by children and parents far exceed our facilities. We had to turn away nearly two hundred children from our summer camp in New York for lack of room—and we could have many times our present thirty children's clubs if we but had finances enough to assure their proper development."

In emphasizing the importance of an organization such as Pioneer Youth—Mr. Lieberman pointed out that children are constantly subjected to direct and indirect anti-labor influence in schools, movies, newspapers and that such influences are doing much to mould the attitude of the coming generation of workers toward the labor movement. Labor must assume its responsibility toward these young people. Pioneer Youth is trying to meet just this situation.

Discussing the educational aspects of Pioneer Youth, Abraham Lefkowitz, Vice-President of the Teachers Union, said:

"Pioneer Youth is fundamentally educational. It is education in a labor background with a labor psychology. It differs from the public school system. It is not authoritative; it does not crush the child. It tries to find a place to bring out the child's possibilities educationally to the utmost. It is amazing to find what a child can do when it is allowed to follow its own creative inclinations. Pioneer Youth is trying to develop initiative and self-reliance in the child. It is trying to work with the creative idea in education; it has no 'isms' and there is no propaganda."

Professor Leroy Bowman of Columbia University makes the following statement in regard to Pioneer Youth:

"I have seen Pioneer Youth in action and have felt that I was part of it. I have only words of the highest praise for the splendid, lively, interesting and effective work you are doing. The thing that pleases me perhaps more than anything else is that you have retained the experimental attitude and seem to have impressed this attitude upon all in the organization. Then, too, the actual results that I have noticed in the camp were all that could have been demanded by the most outspoken advocates of efficiency.

"When newer educational methods, freedom of self-expression, self-determinism in the group can all be combined with practical satisfactory accomplishments, I think the case is pretty well proven for you. I am also happy to see that you realize that freedom on the part of the children to express whatever they feel is not inconsistent with stimulation and with the inculcation of standards of accomplishments. I feel that this is the most wholesome form of group activities that I have ever witnessed for either boys or girls."

Freedom in Labor Education

A. J. Muste

Chairman of Faculty, Brookwood

Organizations, groups and classes establish educational institutions in the hope that the children or older students trained there will be useful members of the organizations, groups or classes supporting such institutions. No group of people is likely for very long to support a school that turns out students who are absolutely useless to that group or diametrically opposed to all that it stands for. The labor movement also doubtless expects that somehow workers' education classes and colleges are going to turn out people who are useful to the labor movement.

All true education, however, somehow involves the attempt to see things as they are, to face facts, however disagreeable or inconvenient they may be, and since we live in a very complex and changing world, there is no absolute guarantee that when people set out to seek or teach the "truth, the whole truth, and nothing but the truth," as they see it, they are going to be a hundred per cent for everything that the group that they belong to regards as orthodox and proper. They are likely to be somewhat critical and rebellious.

Constantly, therefore, in the history of mankind, attempts have been made to suppress schools and teachers, or at least to tell them to be good boys and very careful of what they think or say. Every so often the man who asks irritating questions or points out embarrassing facts, like Socrates, is given a swift kick which sends him clean out of this life—into hell presumably—at least some place where men can't see or hear him any longer.

These are, in a large number of instances, the very men that future generations worship as the great enlighteners and saviors of the race. In other words, we recognize that in the long run, it does not do to suppress freedom of thought and teaching. Minds that are forced to think in a certain way are paralyzed. They become mere parrots or automata. They can repeat the proper formula, but they have no power to meet new situations. Thus freedom of the mind has become one of the great "principles" of humanity.

Now to what extent organizations and movements can be expected really to respect and observe that principle is a big question. When a

group is engaged in a life and death struggle with another group, it is by no means easy to tolerate some Mr. Socrates who, though he may have been a good soldier in the service of his country or his class, as the real Socrates was, nevertheless, insinuates that there may be some good in the other gang and perhaps some evil in his own. That sort of thing does not seem to make for unrestricted enthusiasm in the fight to knock the other fellows on the head. Besides, in any given instance Mr. Socrates may be dead wrong. If you are going to have freedom of thought and teaching then you have to run the risk of having people sometimes teach wrong, foolish, dangerous things.

What is to be done then about this freedom in education? Who shall say? In practice a group tends to suppress opposition no matter how mild and polite when it is at war; more leeway is allowed in times of peace. But there is precisely the rub, as Bill Shakespeare might put it. The principle that you throw to the winds when it becomes a little uncomfortable to observe it, isn't a principle at all. This procedure lands you right back into the denial of all freedom of thought and speech which we have found to be so foolish and stultifying.

A school, at all events, cannot maintain its self respect if it lays down in advance what its students or teachers must think about the subjects which they study, and a teacher cannot maintain his self respect if he submits to such external control. Freedom to study, think, speculate, speak, is precisely the essential tool of the teacher's craft. He cannot work without it any more than any other craftsman can work without his tools.

The A. F. of L. has recognized the importance of freedom and has stood for it and against dictatorship in educational matters. It fought the Lusk laws in New York State, it defends Miss Hardy, Miss Hughan and Mr. Lefkowitz in New York City. The declaration of the A. F. of L. Convention in 1919 may be taken as typical: "It is unquestionable that teachers have no right to impose their personal views on pupils. But it is necessary in some quarters to emphasize that neither do school authorities have that right. And it is further

necessary to ask this convention to endorse with all its power, the principle that men and women in becoming teachers do not thereby surrender their rights as American citizens, and that inquisitions by school authorities into the personal, religious, political and economic views of teachers is intolerable in a free country, strikes at the very basis of our public school system, and can result only in the development of mental and moral servility, and the stultification of teachers and pupils alike." And again, "In a democracy the primary requirement is a citizenship educated to straight-forward, logical thinking based on facts established by careful sifted evidence. The schools cannot develop this essential mental fibre if the pupils are carefully shielded from knowledge of the topics that men and women think about."

Or as President Glenn Frank recently said: "As long as I am president of the University of Wisconsin, this complete freedom of thought and expression will be accorded with utter impartiality alike to teachers who entertain conservative opinions and to teachers who entertain radical opinions. The fact that I may think, that an official of the state may think, or that a citizen of the state may think a teacher's opinions wrong-headed or even dangerous will not alter this policy. For the whole of human history presents unanswerable proof that only through the open and unhampered clash of contrary opinions can truth be found."

Brookwood takes its stand on that platform. We are a labor educational institution. We expect to serve the labor movement. The school is in the control of representatives of trade unions. We believe, however, that we can serve labor best by cultivating in our students, as we have so often put it, the factual approach—"respect for facts, willingness to face facts, ability to dig out relevant facts, to solve problems, and to make generalizations on the basis of facts."

We want to open minds, not to close them; to make them face realities, not to float off into lovely dreams. We would fight propagandizing, "putting over" on students any ism whatever. No teacher who undertook to do so would be tolerated. We are not interested in telling anyone what to think, only in inducing people to think for themselves, perhaps helping to show them a little about how to think. We want to be free

to discuss any issue dispassionately. Nothing we may say is put out as a final revelation of truth. It is all subject to criticism and revision. Doubtless we make mistakes, but they are honestly made and we seek honest correction. To carry out such a program in time of stress and conflict in the movement is not easy. In trying nevertheless to do so, and in standing for freedom to think and teach, we believe that we are truly serving the cause of labor and workers' education.

CHILD LABOR AND EDUCATION

By John A. Lapp, President,
National Conference of Social Work

There are two objects of child labor control—protection of youth against physical deterioration and provision of an opportunity for preparation for life. Each of these is important, but the latter is least often made to do duty in the good cause. Perhaps this is inevitable since people respond more readily to the bitter cry of the overworked children than they do to the evidence that privileges of innocent children have been sacrificed. Laws are more easily passed to prevent cruelty to body than to prevent the slow working cruelty of a life handicap. The cruelty which is scattered in time or place makes an appeal altogether too feeble, to our just sentiments.

Yet in the long run the lack of preparation for life brings more misery, and handicaps more children of future generations than the direct physical disasters due to child labor. Prohibition of child labor, important as that is, must be accompanied by provision for education suitable to the needs of the children who are kept out of industry. Child labor regulation puts new, and I am sure, very welcome burdens, upon progressive school men. They are given back for a period of two to four years, a body of youth who had been lost to the influence of education. And if the ideal of child labor laws is to be attained it can be only through the vision and constructive ability of the leaders of education who are thus called upon to provide a suitable curriculum for the otherwise wasted years. That such a program requires more appealing studies cannot be doubted; that it requires a closer adaptation to practical life work goes without argument. The prohibition of child labor will be accompanied by an unnecessary amount of harm if the schools do not meet the challenge.—*The American Child*.

Do we need teacher organization in Wyoming?

Here is an answer:

"Kindergarten Bill Fails in Senate."

"No Eight-hour Law for Women Workers."

"Ratification Child Labor Amendment Postponed by Senate."—*Wyoming Labor Journal*.

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

—Thomas Carlyle.

TEACHERS' UNIONS—WHY?

To answer the question, why should teachers unionize, is impossible in one short editorial. It is our purpose to give conclusive reasons throughout the year in a series of editorials of which this is the first.

Teaching should be professionalized. The fundamental requisite of a profession is that the members should themselves fix the standards of their profession. Medicine and Law were not always professions. Who professionalized them, and how? They were professionalized chiefly because their own members fixed the standards of their profession. Does the American Legion or the Medical Association decide whether a man is a quack or a reputable physician? Does the Real Estate Board or the Bar Association determine whether an attorney shall be disbarred? But do the American Legion, the Chamber of Commerce, the Real Estate Board, the Manufacturers' Association decide upon the efficiency of the teacher? They certainly do. Are the teachers of Boston professionalized when the school administrators fix a code of ethics for them stating, among other things, to what sort of organizations teachers should belong? The professional standards of teachers are determined by conduct and ideals which find favor in the eyes of those who control their job, those who in many cases know nothing at all of what should control the standards of the teaching

profession. The basis of a profession is security of tenure and who determines the tenure of teachers but the non-teacher? What voice do the teachers have except in a few communities where the teachers are strongly unionized?

So long as teaching standards and security of tenure rest on this mean basis, just so long will any boast about a profession be no more than a boast. This security of tenure is something teachers should have if they are members of a profession, and which they have not; a thing we usually do not associate with labor, and which labor has. The laborer has security of tenure and the union teachers have taken a leaf out of labor's book. They are asking for it through the powers with which they have affiliated themselves, and through those powers they are going to professionalize the teaching industry just as some of the other industries have been professionalized.

Professionalization of the teachers through security of tenure and determination of their own professional standards can be accomplished only through the right kind of organization and through contact with an organized citizenry that will make their cause its own. The American Federation of Teachers is striving for greater freedom and self-respect within the teaching PROFESSION. The development of the American Federation of Teachers means a progress towards the dignity and self-respect which are so much desired in those who carry on the work of the classroom.

PHYSICIANS UNITE IN REGULAR UNION

Chicago.—More than 125 physicians employed by the city health department have organized and affiliated to the trade union movement. They ask that their monthly rate of \$100 be increased to \$200 and that the city pay for upkeep of automobiles they use when calling upon city patients. They are supported by Dr. Herman N. Bundesen, city commissioner of health, who says:

"The average time these doctors have served the city is from 10 to 12 years. Practically all are graduates of Class A medical schools, and every one is a reputable doctor in his locality and many are high grade specialists in the diseases of children.

"They are on duty and subject to call 24 hours a day, Sundays and holidays included.

"Basing their visits on the average charge of a physician's call, they receive about 10 cents per visit. To cover the territory assigned, each physician is compelled to use an automobile, the running expenses of which he pays out of his own pocket."

TEACHERS' AFFILIATION WITH LABOR

Teachers should affiliate with organized labor because:

"1. Organized labor was the first to sponsor and demand a real public school;

"2. Organized labor has consistently stood by those who have had the vision and will to provide for universal, free education;

"3. Organized labor is the only organization that has without cant or sophistry effectively espoused the cause of the classroom teacher;

"4. The ideals and program of organized labor offer the most practical scheme for industrial peace and democracy and world-wide good will;

"5. Organized labor has done more to mitigate the evils of child labor than any other organization;

"6. The teacher finds in the program and code of organized labor that which more nearly represents the teacher's aims and ambitions;

"7. The teacher has more in common with organized labor than with any other organization;

"8. The union movement is primarily an economic and welfare movement, having in mind purely and solely the improvement and betterment of human kind to an extent not found in any other organization;

"9. Locally (a) organized labor has supported unhesitatingly, whole-heartedly, a progressive public school system for all the children, has defended the schools against vicious attacks, has enabled the teachers to secure substantial increases in salary and tenure of position and has elevated the position to one of dignity, respect and influence in the community;

"(b) Ninety per cent of the children in our schools come from homes of organized labor or friends of the union."

MARY HICKS.

At a conference of school officials held recently in New York the question of married women teachers came up. The consensus of opinion is expressed by the editor of one of our exchanges when he says: "Why shouldn't married women teach? Many of them have children of their own and for that reason can handle youth sympathetically. Only two tests should be applied to a teacher—sterling character and efficiency. If one can perform the work of a teacher, whether man or woman, married or single, Catholic or Protestant, he or she should be given the job and the pay that goes with it."

SHALL WE FIGHT ON?

The disintegration of man's fighting idealism is the worst blow the cause of progress has suffered since the military termination of the World War. Teachers like disillusioned radicals are saying: "Oh, what's the use? The politicians are in the saddle; the public apathetic. Why fight on?"

The above philosophy of despair, too often heard in every school, is a greater menace to the ultimate triumph of economic, political and religious liberty than all the reactionary and industrial autocrats, or educators combined. If the "what's the use" philosophy had animated the leaders and thinkers, like Socrates, Bacon, Bruno, Galileo, Copernicus, Voltaire and a host of others, the world might still be in the Dark Ages, religious intolerance would still be in the saddle and Divine Right upon the throne. The members of the Union and the Auxiliary must carry on until the philosophy of despair gives way to a philosophy of hope and achievement.

What then shall we strive for? First, we must fight to keep education untrammelled by either religious zealots, politically-misled liberals, educational fundamentalists or economic Bourbons who see all social questions from the point of view of gain. Anti-evolution laws, Lusk Laws and the like must be fought not merely by resolutions but by an organized educational and political campaign capable of rousing intellectual America to the menace in intellectual intolerance. If that is done, truth will not become a casualty of fundamentalism or of unenlightened reaction.

Second, we must fight the spoils system which is throttling education throughout the country as evidenced by the expulsion of Prof. Meikeljohn, the forced retirement of President Suzzallo, the forced resignations or retirement of men like Professors Cattell, Dana, Beard, Nearing, etc. This means we must resist the efforts of Hylanism to make political allegiance or subservience the chief factor in educational preferment.

Third, we must stand for the maintenance of the spirit of the merit system. The temporary denial of well-earned promotion to the Hardys, Hughans and the Lefkowitzs is of little importance when compared to the need for creating a public sentiment which will never brook such flagrant abuse of power as is typified in the three teacher cases. When we believe that an awakened public is prepared to throw out of power any political group which will use the schools for partisan purposes, our educational talk may be regarded as having been well done.

Fourth, we must fight for social and industrial justice based on co-operative service and not upon competitive greed. The best of us are susceptible to the wiles of greed. Mankind must be educated to realize that greed like the principle of service, will grow on what it feeds. We must, therefore, help place the ideals of service and universal peace in their proper place in the scheme of education. So strong must the ideal of service become that it will regenerate even the misguided Mandels—unfortunate products of a vicious

system—and give even them a greater opportunity for more useful service, which their abilities, when socially used, can render.

Are these things worth fighting for? Can truth triumph merely because it is truth or must lovers of truth fight that she may be heard? The voice of truth seems too harsh to beguile the unwilling. Truth is a siren only to its most ardent devotees. Though strange and unlovely to the uninitiated and uninitiated, truth awaits the day of enlightenment. The task of the organized teachers and progressive citizens—be their affiliations what they may—is to wage a co-ordinated fight so that truth may have a chance to be heard. In this struggle between truth and falsehood, many of us may be hurt financially or politically. Some may even be injured physically or mayhap pay for their devotion with their lives as did hundreds who fought the fight before them. Such casualties, instead of deterring us should incite those of us who remain to greater efforts and to more heroic achievement. If those who have suffered have faith in the ultimate triumph of right, justice and truth why not the rest of us? Join with us, fellow teachers and citizens, in this struggle which will terminate only when mankind is emancipated. Guided by the steadfastness of Lincoln, let us fight with the indefatigable energy and purpose of the great Voltaire.—*The Union Teacher*, April, 1927.

(Editor's Note: The above editorial appeared in *The Union Teacher* simultaneously with the editorial, "What's the Use," in the April Number of *The American Teacher*, but entirely independently. What is the answer?)

WHEN TEACHERS GO JOB-HUNTING

A teacher looking for a job must cultivate a taste for humble pie, according to Thomas Minehan in the current issue of *THE NATION* dated June 1. A promise not to smoke, not to fall in love, to sleep eight hours a night and to take an active part in Sunday School is expected of the average teacher if one may judge by Mr. Minehan's experience.

"A school in Missouri wanted me to sign a resignation with a contract. The resignation was to be effective together with the forfeiture of all salary that might be due me if I should smoke a cigarette, pipe, or cigar at any time, in any place during the period my contract was to run. I did not sign. A girl of my acquaintance went out to Montana a few years ago after signing a similar contract except that the prohibition was against dancing on school nights. After the first of the year there was no money in the county treasury. She was paid in dribblets until the end of May. When she applied for the remainder of her wages, she was presented with evidence showing that she had been seen at a dance one night in March and consequently no further money was owed her.

"The end is not yet. A woman received a contract from a small village along the seacoast of North Carolina. It contained the usual stipulations in regard to certification, boarding at the dormitory, sacrificing

pay while unable to work, and in addition the following clauses:

I promise to take a vital interest in all phases of Sunday school work, donating of my time, service, and money without stint for the uplift and benefit of the community.

I promise to abstain from all dancing, immodest dressing, and any other conduct unbecoming a teacher and a lady.

I promise not to go out with any young men except in so far as it may be necessary to stimulate Sunday school work.

I promise not to fall in love, to become engaged or secretly married.

I promise to remain in the dormitory or on the school grounds when not actively engaged in school or church work elsewhere.

I promise not to encourage or tolerate the least familiarity on the part of any of my boy pupils.

I promise to sleep at least eight hours a night, to eat carefully, and to take every precaution to keep in the best of health and spirits in order that I may be better able to render efficient service to my pupils.

I promise to remember that I owe a duty to the townspeople who are paying me my wages, that I owe respect to the school board and the superintendent that hired me, and that I shall consider myself at all times the willing servant of the school board and the townspeople and that I shall co-operate with them to the limit of my ability in any movement aimed at the betterment of the town, the pupils, or the schools.

"This, remember, for a job paying eighty-five dollars a month for seven and a half months in a little town of three or four hundred persons, located in the mosquito and fever district of North Carolina, where half the inhabitants cannot read or write.

"This is the most restrictive contract I have ever seen, but anyone who is familiar with the conditions of restraint under which the average teacher works and with the attitude of the community toward the teacher cannot help admiring its frankness. There are hundreds of places where every provision mentioned in that contract is enforced. A teacher may not be required in writing to teach Sunday school, but the teacher who fails to do so will not be re-elected. A teacher may not have to promise not to fall in love, but if she does she had better marry as soon as possible, for in nine cases out of ten she will find herself out of a job the next year. A teacher may not have to sign a pledge to sleep at least eight hours a night, but the teacher who wants his job will not keep a light going long after curfew."

To teach men how they may learn to grow independently and for themselves is, perhaps, the greatest service that one man can do for another—and how to grow, if possible, in after life. I hate to meet a man whom I have known ten years ago, and find that he is precisely at the same point, neither moderated, nor quickened, nor experienced, but simply stiffened.—*Benjamin Jowett*.

AMBASSADOR HOUGHTON, WAR AND PEACE

Did you read what Alanson B. Houghton, Ambassador to England, said to the Harvard Alumni Association on Commencement Day? Perhaps not, for the speech was ignored by all the newspapers, except a very few and apparently by the great press associations.

Ambassador Houghton has had the courage to suggest a startling extension of democracy, even that the war-making powers of governments shall be vested in the people. He defines government as "little groups of men" maneuvering the masses into dangerous or fatal positions because these "little groups seek constantly and naturally to gain supposed advantages of one sort and another for their own nations." When they have involved governed groups in a situation from which it appears impossible to recede they order under arms "those great masses of men and women roused by every power of organized appeal and propaganda . . . and war follows."

He maintains that war is not inevitable because human nature is what it is. War is not necessarily the "result of a process of necessity." He says, "we have no reason to admit that a similar result would follow if the power to declare war were in the hands of the populations. That is precisely what we do not know. The experiment has never been tried. And there are considerations which, apparently, point the other way."

Mr. Houghton calls attention to the success of self-governing peoples in managing their own domestic affairs and says, "Foreign affairs are merely an extension of their domestic affairs," and the foreign affairs are "not a sort of arcana, wherein the laws of common morality are excluded, and in which only cynical gentlemen of bilingual attainments are competent to play a role. They are in the main simply the natural and beneficial outcome of a desire to trade."

Mr. Houghton points out that in the present conditions no party to war can win; that civilization itself may be destroyed, "for the war of the civilized means the break down of civilization"; also each nation, based on force and armed for defense "thus becomes potentially more able to attack and so more dangerous as a neighbor."

Give heed to the following statement of the Ambassador: "The power to declare war stands on a different plane from all other powers of government. It is all embracing and all-consuming." A people should reserve this power to itself "since it puts in jeopardy their collective lives and property. and yet, strange enough, it is the one power they do not possess." Self-governing peoples have not been protected from war; they have never been truly represented on the issue, for their representatives were chosen on other issues, and do in truth misrepresent the people.

"A durable peace cannot be based on force. It must if it exists at all be based upon good will. Only a tradition inherited from an outgrown system of autocratic government prevents our recognition of that great and beneficent fact. We are caught in a process of our own making. And we must unmake it."

Hail to Ambassador Alanson B. Houghton!

But what will happen to him? Will he be reprimanded or recalled? There was a time in the history of our nation when men in high places were not compelled to suppress their opinions, but that time seems to have passed. Men of ability, of ideas, of initiative must become mere echoes—and the press remains silent. The public is uninformed and unintelligent and nations are led into policies ending in wars without the knowledge and consent of the people. A few more Houghtons and perhaps this will not be.

A TIMELY MOVE FOR ARBITRATION

Sirs:—Your readers will be interested in a campaign to arouse all peace-lovers to redoubled efforts to prevent war. The method proposed requires no action by the United States that is not reciprocal on the part of other nations. It should meet the approval of every patriot from the officer of the military training camp who urges preparedness to prevent war to the absolute pacifist who pledges himself never to fight under any circumstances.

The idea is to induce our Government to outlaw war by negotiating treaties with every nation providing for obligatory arbitration or adjudication of all disputes that may arise between them. The United States has made no such treaty. The Bryan treaties were for conciliation, the disputants remaining free to reject the recommendation of the commission. The Root treaties excepted questions of vital interest or national honor. War is not outlawed under any of them.

A nation's honor is vindicated when it has used every proper procedure for obtaining its rights or redressing its wrongs. When arbitration is established as a final resort, the aggrieved nation will maintain its honor by submitting its grievance to an impartial commission or tribunal.

To stimulate interest the following prizes are offered: \$100 for the best letter, editorial or article appearing in any publication having at least 5,000 circulation; \$100 for the best public demonstration or concerted endeavor for obligatory arbitration; \$100 for the best cartoon; \$100 for the best slogan; \$100 for the best sermon.

The main idea must be arbitration in each instance. The contest closes July 4, 1927.

A donation of 25 cents enrolls anyone as a Peace Crusader; \$1 as a Peace Seeker; \$5 as a Peace Counselor; \$10 as a Peace Advocate; \$25 as a Peace Patron; \$160 as a Peace Patriot; \$500 or more as a Peace Founder.

Yours, etc.,

American Arbitration Crusade,

114 East 31st St., N. Y. C.

William Floyd.

Through collective action the workers raise living standards, foster education, uproot ignorance, shorten hours and lengthen life.

Trade unionism has been indorsed by every person who is awake to the spirit of the age.

CONDEMN MILITARISM IN PUBLIC SCHOOLS

C. F. L. Seeks Legislative Action to Demilitarize Civic Parts of Government

The following resolution, condemning militarism in educational institutions and urging legislative action to demilitarize civic divisions of the Government, was adopted April 23 by the Executive Board of the Chicago Federation of Labor:

WHEREAS, Militarism is the sure symbol of despotism, government by force, while a democracy, or a Republican form of government, unless it be such in name only, is governed by reason and law and not by brute force or military power, and

WHEREAS, These two forms of government are not only incompatible, but human experience has proven that government by military force always destroys the last vestige of democracy for the people over whom it rules, and

WHEREAS, At the present time everywhere in the world we are in a flux, those who believe in government by force are by every means at their disposal, trying to secure control of the governments of the separate countries and by combination control all of the countries of the world, and

WHEREAS, Evidence to this effect is all around us, in Cuba under a military police, every vestige of the democratic rights of the people are being destroyed and those who stand for democracy being murdered, just as was the case in Ireland, after the constabulary were introduced; in Russia when the Cossacks were in use, and in Mexico when bloody Diaz had his Rurales to do his bidding.

The most positive proof of the activities of those who represent that sentiment in our state, is the effort to militarize our state government and our schools. The significant features of that activity is the rapid development to the highest possible bounds of military training, military organizations, military activity, within the University of Illinois; and as they must find outlets for the men who are trained and who have developed the military spirit, and jobs for them, the needs in that respect of that military organization at the University radiates throughout our state and the nation. It has developed into efforts being made to establish military organizations in all of the high schools of the state of Illinois. It has been seeking for years to find jobs for military graduates. Immense sums have been raised by the advocates of that system to fasten a militarization of the police on to the people of our state. Citizens military training camps have been established everywhere. Our state and the country is being overrun by individual representatives of military organizations and militarism. Committees and commissions, seeking to inculcate the spirit of militarism in our people, and to eat into the different institutions of our government in all walks of life; to permeate all of them and everything with militaristic sentiment, viewpoints, activity and organization; and every additional militarist that is created by whatever means, or under whatever guise increases and intensifies this activity. Therefore be it

RESOLVED, That we as American citizens of the greatest Republic on earth, view with alarm this ceaseless military activity and the ever-growing symbols of despotism within our midst and, for the safety of our Republic and our Democratic form of Government, we believe that steps should be taken to curb and minimize it, and when the time comes that it is safe, to abolish it altogether.

We believe that whatever of military organization and activity are necessary, should be designated as such so that every one could recognize them as such and that the most dangerous menace to our free and democratic institutions from that sinister influence comes from under the guises which enable its development and growth without the citizenship being aware of it.

For that purpose we believe that military development in the schools and universities and the citizens training camps should be abolished, except as they are under the direct jurisdiction of the military department of our government, and recognized and named as such legally, and the appropriations made to sustain them, appropriated as such for military purposes, so that the people will all know and understand what it means, and that all military activities under every disguise that are not named directly, that are designated so as to deceive the people or to lull them to apathy, should be abolished.

For this purpose, be it

RESOLVED, That the Chicago Federation of Labor declare against militarism being introduced or fostered in the public schools, or any other civic division of the government of our state, or as outside enterprises. That we request the Appropriations Committee of the Legislature of the State of Illinois to eliminate from the appropriation for the Universities of Illinois, that are supported by the state, the public schools, or any other activity that has to do with the fostering of organizations of a military type or nature, from the Omnibus Bill that is to be acted upon in the present session of the Legislature, and be it further

RESOLVED, That we call upon the Illinois State Federation of Labor, on all of its affiliated bodies, on all unaffiliated labor organizations, and all other public spirited genuine American

citizens to assist us in demilitarizing the civic divisions of our government, and confining military organizations to the Military Department of our Government, so that the people will know what they are and be able to keep them within bounds. A despot on the bench, or under any other name, with a military police strong and ruthless enough to enforce his edicts, will mean the end of our representative form of government, and the establishment of a despotism.

CHICAGO FEDERATION OF LABOR.

John Fitzpatrick, President.
E. N. Nockels, Secretary.

The cause of peace is not the cause of cowardice. If peace is sought to be defended or preserved for the safety of the luxurious and the timid, it is a sham, and the peace will be base; war is better. If peace is to be maintained, it must be by brave men who have come up to the same height as the hero, but who have gone one step beyond the hero.—Emerson.

SENATE SENDS BACK POISON GAS TREATY Recommittal to Committee, on Borah's Motion, May Kill the Protocol

American Legion Fought It
Representative Fish Condemns Their Attitude—
Persuading Favors Ratification
(Special to THE NEW YORK TIMES)

Representative Hamilton Fish, Jr., of New York, one of the committee which drew up the preamble of the Constitution of the American Legion, wrote Senator Copeland today deploring the Legion's stand against the treaty. His letter, in part, is as follows:

"The American Legion, of which I am a member and an ardent supporter," Representative Fish wrote, "has, I regret to say, often made haste too quickly at its annual conventions in adopting ill-digested resolutions backed by powerful interests or instigated by important individuals in the organization which do not recommend themselves to the rank and file of the Legion after mature deliberation. The Legion is a civilian organization composed of veterans, 'to make right the master of might and to promote goodwill and peace on earth.' It was not organized for purposes of war and trying to prevent humane agreements among nations to mitigate the horrors of war.

"Every thinking man and woman knows that poison gas, which had just begun to be developed into a deadly weapon when the armistice was signed, will, in the next war, if sanctioned, become a means of conveying sudden and horrible death to countless women and children crowded into cities far back of the battle lines.

"The United States cannot with self-respect refuse to cooperate with other civilized nations to destroy this Frankenstein and align ourselves with other great nations striving to protect modern civilization.

"There is little difference between poisoning the water supply or spreading fatal bacterial germs among the civilian populations than asphyxiating by the use of invisible and odorous gas dropped in huge quantities from airplanes."—*The New York Times*.

"Modern educational processes have changed the three r's from reading, 'riting and 'rithmetic," says the Tampa Tribune, "to rah, rah, rah."

YOU AND YOUR UNION

What is the union? Some seem to think that it is a separate sort of superstructure apart from mortal man. The fact is that the union is simply you and I. All of us make the union. We are the union and make it just what it is and what it stands for. We can either make or break it; we can make it grow and function in the right direction, if we apply the right principles; we must shape our actions to fit existing conditions; we must each of us derive some real benefit from the bitter lessons of the past. Then we must endeavor to master the present and try to apprehend the future. We must do these things ourselves, if we expect to receive justice. Employers won't do them for us, we as individuals may hold and are entitled to our individual ideas, but in the union we must pool our ideas to fix existing conditions and then submerge them to the will of the majority.

Walter Lippmann, editor of the *New York World*, says this about labor and its need of organization:

"The fact is that nothing is as stubbornly resisted as the attempt to organize effective unions. Yet it is labor organized that alone can stand between America and the creation of a permanent service class. Unless labor is powerful enough to be respected it is doomed to a degrading servitude. Without unions no such power is possible. Without unions industrial democracy is unthinkable. Without democracy in industry—that is where it counts most—there is no such thing as democracy in America.

"For only through the union can the wage-earner participate in the control of industry, and only through the union can he obtain the discipline needed for self-government. Those who fight unions may think they are fighting its obvious errors, but what they are really against is just this encroachment of democracy upon business."

An innovation in Americanization methods among newly-arrived immigrant aliens was launched November 8, when the S. S. "Leviathan," while proceeding up New York harbor, entertained steerage passengers with motion pictures depicting life and customs in the new home of their adoption.

In the future immigrant-carrying steamships will show such films to the steerage passengers while crossing the Atlantic. The United States lines, it was said, will start the custom, and other companies are expected to follow suit shortly.

Among the pictures which will be available are: "As No Man Has Loved"; "Barbara Frietchie"; "The Covered Wagon"; "Heritage of the Desert"; "The Iron Horse"; "Janice Meredith"; "North of 36"; "The Pony Express"; "The Scarlet West"; "Sundown"; "Sun-up"; "The Thundering Herd"; "Warrens of Virginia"; and "The White Desert."

In announcing plans for the new ship film service, Secretary Davis declared: "It is a fine thing to be able to present in motion pictures the heart of America to those who intend to make this their home."

UNITED STATES DEPARTMENT OF THE
INTERIOR—BUREAU OF EDUCATION

Washington

May 10, 1927.

To Persons Concerned with Rural Education:

Rural schools that are fully as good as city schools is the ideal that has long been sought in America. The Australians have found a way to obtain them—if any way is possible. And every child in that Continent, however remote, is reached by effective instruction in some measure.

The methods by which this is accomplished are set forth in a series of reports prepared by Australian state officers at the request of American Consuls and forwarded through the Secretary of State and the Secretary of the Interior to the Commissioner of Education. The essential portions of the reports will be published in *SCHOOL LIFE*, a periodical issued by the Bureau of Education.

The school system of Victoria, a state which is comparable with Nebraska in extent of population, was described in the April number. All school buildings are erected and equipped by the state, and every teacher is assigned to his station by the Minister of Education. Rural teachers and city teachers are members of the same corps of civil employees.

The report on Western Australia, a sparsely settled state of great area, is in the May number. Different methods are employed there for providing instruction in communities of different types, but each has the best that it is practicable to furnish.

Correspondence instruction is utilized in all the Australian states for giving high school instruction under certain conditions and in giving elementary instruction to isolated children. The report of the organization and methods will be in the June number. Other reports will be printed during the autumn.

Subscription to *SCHOOL LIFE* is 50 cents a year, which covers only the actual cost of printing and distribution. IN LOTS OF 50 OR MORE, SENT IN BULK TO ONE ADDRESS, THE PRICE IS 35 CENTS A YEAR EACH. Subscription should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C. Specimen copies will be sent free upon application to this bureau.

Very respectfully,

JNO. J. TIGERT, Commissioner.

The Trade Unions started every social betterment that the workers now enjoy.

They developed a public opinion for free education, the secret ballot in public elections, direct legislation, abolition of child labor, higher living standards, workmen's compensation, factory sanitation and protection of life and limb.

Attacked and denounced as scarcely any other institution ever has been, the unions have thrived and grown in the face of opposition. This healthy vitality has been due to the fact that they were a genuine product of social needs—indispensable as a protest and a struggle against the abuses of industrial government.—John K. Ingram, LL. D.

WORK-STUDY-PLAY SCHOOLS

Gertrude Stevens Ayres, Formerly Executive Secretary, Progressive Education Association

Because I am a mother who has met some rather discouraging school conditions in the formal education of our two children, I should like to see the Work-Study-Play plan given a fair trial in Chicago. When our boy reached sixth grade in the schools of another city, he encountered a teacher who appeared to have temper tantrums, rather frequently. The unjust and harsh treatment meted out to the children under her at such times so wore on the nervous system of our boy that, after taking him to visit another public school, which we had under consideration, where there were wood-working, print and machine shops of simple type and receiving his glad co-operation, we took him from the neighborhood school and sent him by trolley-car each morning to the so-called school for incorrigibles. He found there an unusual room-teacher and a chance to use daily his large arm and leg muscles in the print and wood-working rooms under men teachers.

He was a very happy boy and regretted the coming of the time when he would secure a better teacher in the neighborhood school through class promotion, and so returned.

Again in high school he once found himself in a similar situation and was about ready to give up school for business. A change from the general language course to the general science course gave him the opportunity to have a year of forge and foundry work.

In passing, I want to say it seems a pity that Chicago feels that financial economy demands the removal of shops from the schools where most of the children are attempting "culture" only. Learning to apply facts acquired in the school room to the child's own problems is one feature of the so-called progressive movement in education.

Our girl, who had attended the freer type school until nine years of age, found it almost an impossibility to sit in the wooden seats of the school room for the five school-day hours, and complained of actual physical pain to say nothing of unpleasant reaction to the continuous mental domination of our usual school practice. Later she, too, encountered a teacher who, in the name of discipline, used the most archaic, unethical punishments.

If these children had had the opportunity to change their environment for one-half of each session, classroom life would have been more tolerable, even if conditions were a little trying.

Then, too, children are happier and more responsive to instruction if their environment is changed a reasonable amount. We have not yet realized the value in child-life of happiness or joy. I used to tell my teachers that they could have joyful children only when they themselves were joyful; and that if their own mental condition was below par, not only to watch themselves more carefully but to let up on the pressure on the children, allowing them to do the freer things that even our public school curricula provide.

If the end and aim of education is for each child to

secure conscious self-control and conscious self-direction toward standards of life, which grow constantly higher and higher as he grows older, then opportunity to move from room to room, to exercise this self-control and self-direction in varying environments and under varying teachers is a positive necessity.

In speaking before the High School Teachers' Federation in Chicago this winter Dr. Joseph K. Hart after dwelling on the worshipful attitude of most of us in the United States toward the great national institution of our "Free Public Schools," said that improvements in the future will come by watching for the lines of departure from accustomed usages and experimenting along such lines.

Students of education know that about the time of Horace Mann the type of school perfected then in Germany became the ideal for the States. Hence the processes of the average school are often called today Germanic and military.

Teachers never having lived nor trained in the type of school that "hums with industry" find it very hard to visualize the possibilities of a child life that is self-directed and socially co-operative.

The Work-Study-Play plan offers a promising departure from the institution as it now exists and should be allowed a place in every developing school system.

Note. What do you think of the suggestion contained in Mrs. Ayres's article? Let us hear from you.—Editor.

Colorado Springs Workers' College

The Colorado Springs Workers' College has just issued a most interesting and instructive twelve-page pamphlet dealing with the history, organization, plans and results of that college.

Although the college is not an old one, it already has reached a high degree of development. This year it offers twenty-two classes. These are all given on the same evening, but the evening is divided into two periods so that those who desire to do so can enroll in two of the classes. Among the students, fifty trades and professions are represented. Not the least important are the forty housewives who are enrolled. This interesting of the wives and mothers of trade unionists in workers' education should be noted and so far as possible imitated by all workers' colleges. The trade union movement cannot go forward as it should without the active and intelligent co-operation of women, whether they be wage earners themselves, or the wives of wage earners.

The pamphlet can be obtained free of charge by writing to the corresponding secretary, Mrs. Pauline Drucker, Colorado Springs, Colorado.

Rehabilitation work for crippled children of Alabama and provision of academic and vocational training has been undertaken, in connection with the rehabilitation service of the division of vocational education of the State Department of Education, by the recently organized Alabama Society for Crippled Children.

The program contemplates continuous care of the crippled child until established in a remunerative vocation.

A VALUABLE WEEKLY

As we turned a file of the WEEKLY NEWS REVIEW this week, we thought what a boon such a sheet is to countless busy people, how indispensable to those who, in small towns without libraries or reading rooms, wish to keep abreast of the news.

To begin with, there are in every issue the four main articles on current events. These are compounded of facts assembled dispassionately—just facts carefully sifted. "Following the News" is a column designed to explain, interpret, the chief matters of controversy during the week.

Short paragraphs comment on a dozen items of secondary interest. Even the editorials seek, not to mould opinion so much as to start thought and encourage open-mindedness. A double column handles vital "Questions" and "Topics for Research" in the best of all ways; namely, by lists of references. This is, perhaps, the most valuable department of the paper.

Add to these features, brief reviews of new books and current magazines, and the "Monthly Test," which is a page of questions and study outlines, and you have a four-page compendium of an amazing lot of things one wants to know. But there is one other feature that appealed to us, because so arresting to the eye; that is, the graphs and maps. In a minute we satisfied our curiosity on two points: just where Boulder Dam is, and the identification of Kansu Province, scene of the May earthquake and the walking mountains, with the location of General Feng's army.

In this day, when current news plays so important a part in schools, we commend the WEEKLY NEWS REVIEW to teachers for class work. But let no one suppose that its usefulness ends there. Every family that aims to be informed profits by some such weekly summary.

ANTI-EVOLUTION BILL FOR FLORIDA

Florida schools supported wholly or partly by public funds will be forbidden to teach evolution, if a bill introduced in the House of Representatives on April 11 by Representative Leon Stalnak is passed. The bill also prohibits the use of any text book teaching "any theory that mankind either ascended or descended from a lower order of animals or any theory pertaining to the origin of mankind not in harmony with the Biblical account of the creation." A fine of \$100 is provided.

CHINA INSTITUTE IN AMERICA

The China Institute in America, at 2 West 45th St., New York City, is interesting among associations to promote friendship between China and America, in that it was organized by Chinese and is linked up with other Chinese enterprises of magnitude such as The China Foundation for the Promotion of Education and Culture and The Chinese National Association for the Advancement of Education. It will be glad to furnish speakers on "various phases of China's national life," either Chinese or Americans.

It was through the efforts of this institute that China placed at the Sesqui-centennial International Exposition an educational exhibit, to which was awarded a grand prize "for the development of a comprehensive system of public education."

For further information address the Institute.

RICH AND POOR

The present position which we, the educated and well-to-do classes, occupy is that of the Old Man of the Sea, riding on the poor man's back, only, unlike the Old Man of the Sea we are very sorry for the poor man, very sorry; and we do almost anything for the poor man's relief. We will not supply him with food sufficient to keep him on his legs, but we will teach and instruct him and point out to him the beauties of the landscape; we will discourse sweet music to him and give him abundance of good advice.

Yes, we will do almost anything for the poor man, anything but get off his back.—*Leo Tolstoy*

"Time Allotment to Manual Arts Work," by Maris M. Proffitt, Specialist in Industrial Education, Bureau of Education. Issued by the Bureau of Education, Department of the Interior, as Industrial Education Circular No. 26. Price, 5 cents per copy. E 26-254.

"Seventy-two per cent of the cities included in this study increased their time allotment for the manual arts during the 10-year period from 1915 to 1925.

"The smallest percentage of cities increasing their time allotment is found in the '5,000 to 10,000' population group.

"The number of cities increasing their time allotment in the first eight and last four school years is about equal.

"Slightly more of the smaller cities increased their time allotment for the last four school years than did the larger cities, while slightly more of the larger cities increased the time allotment in the first eight school years than did the smaller cities.

"All cities with more than 20,000 population have manual arts courses. Moreover, no city with over 50,000 population reported a decrease in the time allotted to manual arts.

"Of the cities increasing their time allotment in both the first eight and last four school years, the greatest percentage, 64 per cent, is found in the '50,000 to 100,000' population group."

This survey was evidently made before the Retrenchment policy or "economy program" was inaugurated in Chicago, whereby some classes in manual arts were removed from the high school curricula.

MANY ELEMENTS TO PROBLEM OF WORKING WOMAN

"In the working woman are focused some of the most fundamental industrial issues. To employers, she is a factor in their labor supply. To feminists, she is a critical element in the complex labor struggle. Too often each of these groups tries to settle each issue in its own way, and with reference to no other interest but its own. These problems cannot be justly or successfully dealt with either as woman's problem alone, or as labor problems alone, but must be recognized as involving the elements of both, in a combination which makes them uniquely difficult. They must be approached, therefore, not on the basis of theory alone, but with knowledge of economic facts and a balanced sense of the values at stake, especially the human values to the woman worker herself and to society as a whole."—*Mary Anderson, Chief of Women's Bureau, U. S. Dept. of Labor.*

Chicago citizens have recently formed an organization, the Chicago Peace Council, "to provide a channel through which concerted action on matters affecting the peace of the world may be more easily secured." The by-laws state that any organization located in Chicago or the Chicago branch of any state organization that includes work for peace in its active program, and whose aims and methods are patriotic and practical, may be admitted to membership. We welcome this addition to the rapidly growing peace movement in America.—*National Council for Prevention of War News Bulletin.*

In *School Life* for October, Marie M. Ready, Asst. Specialist in Physical Education, Bureau of Education, writing on organized summer camps for children, sketches briefly the development of the project since 1880, when Ernest Balch established his boys' camp on Lake Asquap, N. H. Today there are not only numberless private camps for boys and girls, younger and older; but boards of education, municipalities, the Department of Agriculture, each fosters a different type of camp. There are state and city supported health camps and camps for malnourished children. "California has 14 municipal camps maintained by the recreation departments of cities with the co-operation of the United States Forestry Service."

All this provision for periodic escape from the city to life in the open more or less "supervised" is building a future generation of more intelligent, more law-abiding citizenship.

The child-labor amendment, which recently passed the General Assembly of North Carolina, provides that children can not be required to work more than forty-eight hours a week, or eight hours a day. Formerly, employers were privileged to require sixty hours of service a week. The law was passed for the protection of children between the ages of 14 and 16 years, as the compulsory education law takes care of all under 14. The new law applies to all industries and is not confined, in its operation, to cotton mills or to any other class of business. At present, only seven per cent of all persons employed in industry in North Carolina are children under sixteen years.—*School and Society.*

Buy Union Stamped Shoes

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



Boot & Shoe Workers' Union

Affiliated with the American Federation of Labor

246 SUMMER STREET, BOSTON, MASS.

COLLIS LOVELY
General President

CHARLES L. BAINE
General Secretary-Treasurer

PORTLAND TEACHERS' UNION

A letter of interest came into the hands of the writer of these notes a few days ago. It was a request for information regarding a teacher who had applied for a position in a school of the state. The applicant had given the writer's name as a reference. In a long list of detailed questions about the teacher's character, training, etc., was the following significant one, "Is the applicant given to criticism of school officials and the schools?" Had there been no danger of injuring the chances for a job on the part of the applicant, one would have enjoyed answering, "No, but what do you want—an automaton?"

The above question leads one to speculate on the extent to which one can offer criticism to officials in our Portland schools, whether they be heads of departments, principals, or superintendents. None of us are so constituted that we ordinarily welcome criticism. It is too personal and it hurts, particularly when it comes from those under our supervision or our employ. We come to look upon ourselves as on perhaps a little higher level in ability, etc. Criticism, therefore, from those "beneath us" is apt to be taken as an affront, if not an insult, and as perhaps endangering our superior position. These words are written out of a slight acquaintance with the psychology of leadership as gained from the position of Head of Department in one of the schools. With these thoughts and experiences in mind one is led to the conclusion that even in Portland, to say nothing of small town schools, criticism is not ordinarily wanted. For proof of this conclusion note how indignantly a group of teachers will, in their own circle, denounce a real or fancied injustice done them by a superior, and then watch those teachers kowtow in the presence of that same superior. Instinctively, or rather out of the experience of the group, it is known that to be frank in criticism is to jeopardize a livelihood.

The fear of criticism permeates, in our opinion, every department of the school system. It is in general a sign of mediocrity; the truly superior never fear criticism. The great man or woman in the schools, whether teacher or school administrator, tries to cultivate the spirit of open-mindedness, of willingness to hear and profit by criticism. Insofar, therefore, as criticism is objected to just to that degree can we measure the mediocrity of school officialdom and school teacher. Some day we teachers may lead the way to a real democracy in education by actual practice on ourselves, i. e., by accepting, in good grace, criticism from boys and girls over whom we have been wont to lord it in Prussian fashion these many years past—*Bulletin, Portland Teachers' Union.*

TEACHERS' PAY

Amendment of Act Provides for Full Salary During Quarantine

Officials of the board of education are not greatly concerned with the new amendment to the act which provides that teachers quarantined as the result of exposure to a communicable disease shall receive full pay during the time they are quarantined. For, so far as can be remembered, there has only been one such case here, and in that instance the board voluntarily paid the quarantined teacher, holding that he was temporarily deprived of the opportunity to teach through no fault of his own.

This amendment does not apply to teachers who are ill themselves. In such case the rule that each teacher is entitled to 20 days' illness in a school year at full pay applies.—*Hamilton, Ont., Labor News.*

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CHICAGO

American Federation of Teachers

327 South La Salle Street
CHICAGO, ILL.

Affiliated with the American Federation of Labor
Organized April 15, 1916



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

The American Federation of Teachers desires to cooperate with all civic organizations for improved civic life.

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

Our Slogan Is:

Democracy in Education: Education for Democracy.

"The American Teacher" is published monthly by *The American Federation of Teachers*. Membership dues carry subscription to the magazine. To all others the subscription price is \$2.00 per year, 25 cents per copy.