

Democracy in Education

Education for Democracy

The American Teacher

THE ORGAN OF THE AMERICAN FEDERATION OF TEACHERS

*Increasing the Well-Known "Three R's" to Four Proposed
By Association of Education Committees of England*



—The Christian Science Monitor.

Office of Publication
Leader Building,
Oklahoma City, Oklahoma

Editorial Office
327 South La Salle St.,
Chicago, Illinois

Single Copy 25c—Yearly Subscription \$2.00



HAPPINESS

Happiness, at least, is not solitary; it joys to communicate: it loves others, for it depends on them for its existence: it sanctions and encourages all delights that are not unkind in themselves; if it lived to a thousand it would not make excision of a single humorous passage: and while the self-improver dwindles toward the prig, and if he be not of excellent constitution, may even grow deformed into an Obermann, the very name and appearance of a happy man breathe of good-nature, and help the rest of us to live.

—ROBERT LOUIS STEVENSON.



CHILD LABOR LAW—1928

Throughout the country Child Labor Day will be observed for the twenty-first year on the last week-end in January. As in former years, this will be the occasion for religious and educational organizations, women's clubs and other interested groups to bring to the attention of their members the facts that the problem of child labor is not yet solved.

Child Labor involves more than the mere question of the age at which a child should be allowed to go to work. It includes the prohibition of all work for children under 14, and of dangerous work for children under 16; it includes the establishment of an 8-hour day and the prohibition of night work for children under 16; and evidence that the child is strong enough for work.

Few states have adequate protection in all these respects. In 14 states the law carries an exemption which makes it legal for children under 14 to work in factories or canneries, at least out of school hours; in 11 states children are permitted to work 9 to 11 hours a day; in 17 a physician's certificate is not required of a child starting work; in 28 children of 14 may work around explosives; in 22 they may run elevators; in 17 they may oil and clean machinery in motion.

To make known these facts of child labor and to stir the public to demand their correction is the purpose of child labor day—January 28 for synagogues, January 29 for churches, and January 30 for schools and clubs.

The National Child Labor Committee, 215 Fourth Avenue, New York City, will send free of charge to any interested groups an analysis of the law of their state and other material to aid in the observance of Child Labor Day.

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The American Teacher

Entered as second class matter Oct. 1, 1927, at the post office at Oklahoma City, Okla., under the Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Sec. 1103, Act of Feb. 28, 1925, authorized Nov. 3, 1926.

Volume XII, No. 4

DECEMBER, 1927

Two Dollars a Year

Academic Freedom

Address by FRANK ORMAN BECK, Garrett Biblical Institute, Evanston, Illinois.

Before the Eleventh Annual Convention of the American Federation of Teachers, June 28 to July 1, 1927.

I said to your chairman a moment ago that I was frightened. I want also to humbly confess to you that I really am frightened. You will find it out and I might just as well admit it at the start. I have been scared ever since I consented to talk to you and if I could have honorably kept out of the thing I would have but I think there were constraints that led me to do it.

You will pardon me if I say that I am possibly more academic than I am free, coming out of a university atmosphere, and I hope no one will question my orthodoxy. I have evidences of it here if there is any necessity of proving it to anyone, but for various reasons I choose rather to approach this subject this afternoon from the point of view that I will call a distinction without a difference. You may feel before I finish, that I may be accused of taking too long a leap to jump the mountain, that I have gone too far back in the consideration of my subject to give it any real momentum at the close of the presentation.

I wish to say, however, that if by going back I have made a bit of a contribution toward giving you either the potency or the desire to jump the mountain, I have in part accomplished the thing that was in my mind.

It is useless, of course, for us to start as far back as the thesis that one of the cornerstones of free government is freedom, a fact which nations are continually calling to the attention of their subjects. As recent as three-quarters of a century ago, Belgium had a contest to select an appropriate column which should stand at the heart of the city of Brussels to commemorate the establishment of that independent kingdom. It is significant that all the competitors had represented in some way or other in that commemoration column the symbols of freedom, and the one that was ultimately accepted has the four symbols, one at either corner symbolizing the freedom of the press, freedom of education, freedom of association and freedom of public worship.

Every school child understands that at the base of the Constitution of the United States is that law or that statement to which we continually refer as the basis of our larger liberties, namely, that "Congress shall make no laws that shall in any way infringe upon the rights of the people."

Recently I went over the Constitutions of the states that entered into the compact for the establishment of the United States of America and I was struck with the similarity of language in the expression of the common ideals and the essential traditions of the states then forming the new republic.

The Constitution of Pennsylvania says: "Every citizen may freely speak, write or print on any subject, being responsible for the abuse of that liberty."

The Constitution of Connecticut has practically the same language: "Every citizen may freely speak, write and publish his sentiments on all subjects being responsible for the abuse of that liberty. No law shall ever be passed to curtail or restrain the liberty of speech and of the press."

The Constitution of Pennsylvania in 1776 also says: "The people have a right to freedom of speech and of writing and publishing their sentiments."

The Constitution of Virginia in 1776 says: "The freedom of the press is one of the great bulwarks of liberty and can never be restrained by despotic governments."

Of course it is unnecessary for me to say anything this afternoon in praise of freedom, when we have all thought and felt with Milton's impassioned plea: "Give me liberty to know, to utter and to argue freely according to conscience, above all other liberties."

We have the praises of freedom sung by prophet and poet and seer.

Like all abstractions the word "freedom" is hard to define. It is singularly true that no amount of culture, or that which we call civilization is able to wipe out of our manner of thinking the antithesis. We are still thinking in terms of up and down, good

and bad, true and false. So in the consideration of this question of freedom we have the age long conflict between freedom and its antithesis. We have in an ancient book of the East, a statement of that conflict in the sentence: "Thy sons, oh Zion, against thy sons, oh Greece."

Every real contributor to that which makes for progress, sympathizes with the long struggles which liberty has had with this thing which we call authority. He sympathizes with the struggles which have gone on between culture and restraint, both inner and outer. The struggle is still going on between freedom and legalism. The struggle is going on between the yearnings of reason to reach an adequate solution of the problems of life and the constraints of authority, which have sometimes been ruthlessly super-imposed upon it and robbed it of its fertilization.

We have always had authority arraigned against liberty. The story of Socrates, the yearnings of Milton, and the statements of John Stuart Mills show us clearly that in every generation, liberty and freedom are purchased at a great cost.

They are facts that make it perfectly clear that progress in each age is dependent upon a renewed struggle with authority; this mighty giant which Goliath-like stalks through the years. We are able to thwart it at one place in one generation yet in the next generation it asserts itself at a new point and impresses its struggling energy upon human life in a way that it has not done in the past. It stalks like a mighty Goliath right down through the centuries, coming at the very moment when we thought life was to be free.

From the standpoint of the schoolroom out of which we come and especially from the standpoint of freedom in the sphere of ethical and philosophical and religious truths, we find a very striking anomaly. Should I assert that the Turk is comparatively indolent, and that Smyrna, under the ravages of the foreigner who occupied it before the mandate was given to France, is desolate, and that the patriarch of the Coptic Church dwelling in Alexandria is 108 years of age, you accept my statements of those things only on one condition. The mind of man approves statements of information on the condition that the fact is one that is capable of demonstration or verification.

Not all scholars, not all men who direct the institutions of learning are always tolerant enough to accept the facts that are capable of verification and

demonstration. Also we have other mental furniture; such things as our beliefs and our opinions. These we hold on some sort of authority that we cannot verify or prove, they do not have mathematical precision. They are in the realm of life. In this sphere there is a continual conflict. It is evident that life is larger than logic.

I may say another thing which perhaps does not need to be said to this group but I rather think it needs to be said often in this generation. The two things which we have thought of as antithetical things are not antithetical in the strict sense of the word but they are correlative things and as custodians of the truth which we impassionately desire to give and which we recognize must be given under the limitations which are super-imposed upon us for the time being at least, by a social and political order, it behooves us to take into very tactful and very careful consideration the relation between these two things which I am calling now, liberty and law.

We are perfectly conscious that life is a balance of these interferences. From the standpoint of our social responsibility as teachers of the truth, we are cognizant that law itself ends in tyranny, and equally cognizant that liberty itself will end in anarchy. These two seemingly combined principles, through a process of synthesis give the ultimate end. We need both culture and restraint in the processes of education. We say that life is free as the air. Of course, recognizing that the movements of air are dependent upon the sun and the sea and the ice and the desert. Civilization without restraint is impossible and we know that there is no restraint where there is no liberty.

I am trying to say to you that the rival of freedom is not law. We do not secure license at the bar of law. Freedom is related primarily to responsibility. The only rival which freedom has is justice and there is no freedom without justice and there is no security for justice except in freedom. Then may I give you Lord Acton's definition? "By liberty I mean the assurance that every man shall be protected in doing what he believes his duty against the influence of authority and majority, custom and opinion."

I have said to you, by implication at least, that freedom has travelled a precipitous, stony, thief-infested road in history. Rousseau, in "Social Contracts," gave us the sentence which has so often been torn out of its context and presented to throw light on this

subject, that "man is born free and everywhere he is in chains."

I rather feel that the real impetus that comes to those who are engaged in the work of dictating the educational process would like to invert this statement this afternoon and say that man is born in chains and everywhere he has a tendency to become free. We are clearly aware of the long and tedious pathway over which we come to take our place in the accepted conventions of life. What a tedious process it is even to acquire the automatic ability to string one's shoes which one wears upon his feet or to lace the garment on the body.

The problem of development is a problem of removing the limitations which are placed upon life and giving life a larger and freer opportunity. It is rather significant that society has reacted so strangely toward the teacher, the one who is to lead in that process. If society disbelieves a demonstrable fact it simply causes amusement; ridicule perhaps is all that society repays for its failure to accept a demonstrable fact, but if we deny doctrine, society goes to the extreme in penalizing us. It has a different attitude entirely toward these two funds of knowledge which we are to dispense. Nevertheless, freedom must just march on triumphantly in the face of all.

A word about the particular situation that confronts us today in this field. Charles Evans Hughes, before the American Bar Association, last year said that: "the most ominous sign of our times, it seemed to him, was the indication of the growth of an intolerant spirit." I will leave that just for the moment.

I have very little patience with the academic approach to life which divides it into compartments. No doubt you have had the pleasure of expending energy in erasing the lines which thinkers have constructed between the various funds of information and knowledge. To me there is no secular world because there is no per se divine world. There is one world. In the largest sense then I come to say that all freedom is one. Men may be conscientious in reference to granting the privilege of freedom in one sphere and fail to recognize the right of freedom for individuals in another sphere of life. If freedom is anything it is a principle which is inherent and which touches life at all these various points. Then what about the rule of the university, especially in view of this fact? The university has prided itself in the fact that such large measures of truth in all generations have come out of its walls. It was

Newton of Cambridge University of England who formulated the three laws of motion. It was Faraday of London who discovered electro-magnetic induction. It was Curie of Paris who gave us radio activity. It was Huxley of the School of Mines, London, who gave us the idea of evolution, the most potential single idea of modern times. It was Schwann of Louvain who established the cell theory of life. It was Pasteur of Ecole Normale, Paris, who gave us the theory of serum inoculations. It was Lister of Glasgow who gave us septic surgery. It was Banting of Toronto who gave us insulin, the specific for diabetes. It was Von Behring of Halle who gave us diphtheria serum.

You will notice, please, that I have spoken only of the universities of Europe but others not mentioned here are shrines to which men make pilgrimages every year to express their debt of gratitude to that which in the past has come out of the association of scholars which we have called universities.

If I might attempt to define a university, I should say that a university is a self-governing body of scholars. The implications of that definition may come to us a little bit farther along in the discussion this afternoon. I should then, if you please, invite you to think with me a moment about the role of the scholar in contemporary life. There is an old world fable that the Gods in the beginning divided man into men that he might be more helpful to himself, just as the hand was divided into fingers the better to answer its own purpose. So in the social state these functions have been meted out to individuals and there has been distributed to a group of folks whom we call scholars a certain function.

May I invite you to read again, I am sure with fresh interest, Emerson's Phi Beta Kappa address on the Role of the Scholar? Here we may get a new understanding of the sacrifice necessary to give the scholar group the consciousness of solidarity and their function in contemporary life.

If there is a moment for discussion at the close of this hour I would like to throw out for your consideration the difference in the attitude of the public mind toward the role of the scholar and toward the physician and surgeon.

I should say that the stimuli for real development, not only in social responsibility but in the sense of mutual interdependence, and the atmosphere which will make for mutual freedom, among the group of

men who are practicing medicine in America have come out of the group itself.

I think it is very significant that an analysis of the public attitude toward physicians at least indicates that the physicians in their corporate capacity, organized as units, have of themselves suggested and promoted any limitations which have been placed upon them by the statutes of the states in which they operate.

Of course we are confronted with the fact that a scholar sometimes must be either a poor cringing wretch or else a man of honor in search of a job. Let us admit it for a moment, but the real role of a scholar is to be a member of an honored profession that has rights to be established on its own standards; that can create its own sense of duty to the public. The ethical code of the teacher must be fixed by the teacher. True, you have your own question of freedom at this point, just as the thief said to Talleyrand or some other minister of France, "a scholar must live."

You have got to rule that out of court. That doesn't belong now in the role of a scholarly ideal. I might quote from President Atwood of Clarke University: "I believe in absolute academic freedom within the university, but the problem is to define that term."

He said that to students a few days after he closed a meeting in which Scott Nearing was speaking.

I quote from the Bulletin of the American Association of University Professors, the December, 1915, issue: "The liberty of the scholar within the university is to set forth his conclusions, be they what they may, conditioned upon their being conclusions gained by a scholar's method and held in a scholar's spirit. That is to say, they must be the fruit of competent and patient and sincere inquiry, and they should be set forth with dignity, courtesy, and temperate language." I am not quoting from the minutes of a meeting of the board of trustees of a university, I am quoting from a Bulletin of the American Association of University Professors. "The university teacher in giving instruction upon controversial matters, while he is under no obligation to hide his own opinion under a mountain of equivocal verbiage, should, if he is fit for his position, be a person of fair and judicial mind. He should, in dealing with such subject, set forth justly without suppression or innuendo, the divergent opinions of other investigators. He should cause his students to become familiar with the best public expression of the great historic types

of doctrine upon the question at issue, and he should above all, remember that his business is not to provide his students with ready made conclusions, but to train them in thinking for themselves and to provide them access to those materials which they need if they are to think intelligently."

We might quote some standard enforced by the public opinion of the profession. President Lowell is quoted as saying: "Experience has proved and probably no one would deny, that knowledge can advance, or at least can advance more rapidly, only by means of an unfettered search for truth on the part of those who devote their lives in seeking it in their respective fields, and by complete freedom in imparting to their pupils the truth that they have found. In other words, he must teach the truth as he finds it and sees it. Any violation of this principle endangers intellectual progress." He speaks from his chair, and his chair alone.

I am simply trying to say that in statements of this kind we have certain standards that are endorsed by public opinion and the profession, by the public opinion of the group and offer that simply as one factor in the leading of education out into the sphere of absolute freedom.

It might be of interest for us to stop and ask ourselves what are the obstacles to academic freedom we are meeting today. It would be repeating that which very casual thought brings to the mind of everyone of us, however. In the first place the average brain is lazy and does not want the labor of rearranging ideas in the light of the newer, better truths.

Then I presume it is fair to conclude that there are men in authority who impose that authority and restrain the freedom of teaching because they have a positive feeling of fear. There are also other interests such as commercialism and business that restrict the freedom of teaching.

Just a final word or two as to what we are going to do about it. I presume that if freedom is a principle that rules throughout life, the first essential for the people who are concerned with freedom is to recognize its worth; just to be free because we are meant to be free and to insist upon freedom because it is only thus that we dare deal with the truth. Beyond us, of course, is the state and the men who represent the state. The omnipotent state is always to be feared. We are confronting a new situation now. It is the product of the aftermath of the war. That is the way we talk about anything now, but I mean to say that it has only come to our attention in the last

few years. It is that phase of the fight against freedom which makes cowards of men under the guise of patriotism. The state was made for man and not man for the state. Standardized education itself may defeat the ends of patriotism.

I suppose life will ultimately get unproductive because it gets pattern-like. I was asked some time ago to one of the suburbs to speak to a group of women of one of the orthodox protestant churches. I found every evidence of comfort and luxury in the church edifice, a goodly number of women on upholstered chairs placed on thick piled carpets. I was introduced and began to speak, but got nowhere. After a bit I stopped and said, "Well, this is the most uninteresting audience that I have been asked to speak to for a long time." Some of the women woke up and wondered what I was going to say. I continued, "Yes, you are just positively commonplace and uninteresting. I know you, you went to the same kind of a school that I went to." You know you can tell them every time.

I said, "You went to the same school and studied the same textbooks. Your professors had about the same sort of pedagogy. If you went to church I know the kind you went to, I know the music that was sung, I know all the background of your life and you are positively stale and uninteresting to me."

I hesitated a moment to find out whether there was any chance to go on. They were awake now and I continued, "You ought to know Anna." I told them about the girl who had received from the Government of Russia the greatest honor that had been given to any woman during the period of the Revolution. I told about her education and about her religion and before I was very far into the subject there was an interesting response. I told them about another one of my friends in the city of Chicago, and I went along picking out folks that I spend a great deal of time with because, as I said to them, "as a matter of fact folks like yourselves are uninteresting to me. Not that you wouldn't like to get away from it but just because you are systematized in a way and the public expects certain things from you," and you know the rest.

* * * * *

Here a batch of questions were introduced.

I called up the president of one of the universities and told him what I was going to do today and told him I was scared to death. He told me a story, a story of a young man and a young woman in a canoe when a storm came up and the young man made a

desperate effort to keep the little craft free from water and in the effort he got sand in his mouth. After a while the solicitous young woman who was with him said, "Do you think we are going to weather it?" He made no reply. In a moment she said, "Well, why don't you say something?" He said, "I have my mouth full of sand." She said, "Well, swallow it, you will need it."

That was the advice I was given when I came down here and in fact that is the advice I would hand on to you at this particular juncture of the problem. You know in the practical analysis of the problem what you are up against, but are you thoroughly conscious of the fact that there are two big ideas that dominate, one is that truth is something, something precious and something with eternal value and something which is committed to you folks.

Somebody comes along and says, "Oh, yes, a man can think what he pleases if he doesn't speak it." Well, he can't. He just can't. He can't think it long if he is sincere.

There is an element of the scholarly attitude and scholarly habit which goes when he makes that sort of a compromise. From the point of view which grips me this moment, the future of this whole issue is with the teacher; with teachers who can be socially responsible, doing those things which will make the truth effective in the largest, clearest way in their age. You take the consequences and that is all there is to it. There isn't any other way to live except to live and take the consequences. That is all. Unhappiness comes pretty largely to folks who are so calculating that they would like to be true to themselves and have everybody know it and appreciate it. It doesn't help to feel that way. Happiness doesn't come that way. That is not the way of life.

We will have to go back many times to contemplate the fact that a truth of itself is not adequate to win the way. But if the great body of teachers in America, from primary schools, from vocational and graduate institutions can get something of the consciousness that has stimulated and led other vocations, I cannot see why a consistent contemporary mind would not grant to that group the right to determine the truth and to work it out in their own way.

It doesn't seem that it ought to be necessary to fight it out alone. It doesn't seem to me that a scholar ought to be a conspicuous, lonely person. Maybe there are others who share your thought in the matter but who do not have the courage to take the consequences. But if you try it alone you just

become one of the persona non grata of the tragedy in the conflict of truth against authority. It may be awfully hard on your wardrobe and you may be hungry but you will do a good bit to overcome those obstacles.

There have always been ways for free folks to express themselves. We have always had the free school. I am no prophet. I am not even a soldier but I doubt if the pendulum has swung that way the last time. You ought to have a pension within your organization for that kind of folks. There ought to be some endowment.

There will be once in a while an erratic scholar, but the history of heresy trials in education I think reveals the truth that we have had a few really productive scholars deprived of their rights to teach in certain institutions. I think that is clear. That is a loss, a very distinct loss to society.

Probably some of you had a letter a short time ago from Mr. Moore, asking if you would be interested in some form of a free school in Chicago. Mr. Moore of the City Club, I mean, advertising or circularizing some of the things to which you are friendly. Does that in any way answer your question?

It is very interesting to know that most of the presidents of the American colleges champion academic freedom. And I think it is rather interesting that there has been as little conflict with freedom of teaching as there has in America. When you take into consideration the tremendous objectives that would be robbed of their ammunition, or some of it at least, that are robbed by free education, I wonder why education is as free as it is. When you attempt to define the scope of the college president, when you come over into the question of the attitude of the board of education, the trustees, and place intellectual freedom up against endowed universities, I wonder that we have as much freedom as we have.

I have been out of the university for 25 years. I know particularly the fight in one field, but we have passed certain milestones. The issue now for freedom of speech in this particular field of which I speak has been established. They conceded that to us. It is no longer a question. The struggle in the university in that group of content material isn't around the same issues at all.

Academic freedom. To say that thing and stand by it without coming under the ban of authority, is established and we go on and I doubt whether anyone can stand any place along the stream of

human freedom and get pessimistic as to what is going to come. I doubt it.

Of course we have a particularly difficult aspect of the thing. We are living in a highly capitalized age. We are living in a time when that kind of power has by far a disproportionate amount of respect. You can go back and point your finger down through the current of evolving liberty when there were other kinds of power that had just as strong hold at the neck and throat of freedom as that power has just now, so I am rather optimistic about it.

I think there have been periods in the evolution of freedom when the teacher has had a harder time than he is having now. I said to you a moment ago that I recognize that this skyscraper method of determining the policy of the university is a difficult situation but remember, in the evolution of higher education that there have been just as dogmatic groups dominating as we have today. It brought about certain cataclysms in human thought but maybe this will do the same thing.

You must remember we have never had this man before, this one man domination. We have never had an age when one man had control over as much of the material resources of the world, where one man dominated his community life so much. Think how the name of one man has been related in the last fifty years to the spread of libraries in American communities. We are just facing a new situation. I am simply saying that I think if you throw the present situation against the years that have passed and see the battle that freedom has had at other times and the restraint that has been put upon it, there is still some chance for optimism today.

The Opinions and Reflections of Napoleon

Edited By LEWIS CLAFLIN BREED
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THE FOUR SEAS COMPANY
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New Jersey Journal of Education says:

"A work which should have a place upon the shelves of every school library, and should prove of true value to every teacher and lover of history."

The Social Value of Home Economics

Radio Talk Given Over WCFL

By LENA M. CRUM

Fenger High School, Chicago

The term, Home Economics, is broad, and includes cooking, sewing, household management, sanitation and hygiene, child care, house furnishing, family and civic relationships. For purposes of our discussion this evening we shall think of this broad application rather than the separate phases, and seek to point out some of the most important social values which are the outcome of Home Economics instruction in our schools and colleges.

When we discuss the social value of any subject of instruction we thereby measure its educational value, for we all recognize the age old aim of education to be the development of socially efficient individuals. By a socially efficient individual we mean that individual who plays his part on the great stage of human activities successfully, taking care of himself and those in any way dependent upon him, contributing to the world's progress and to the welfare of humanity as his abilities intelligently developed will permit, and placing no hindrance or handicap in the path of other individuals.

We have heard much criticism, and strangely enough some of this criticism has come from educators themselves, to the effect that Home Economics has no place in the curriculum of our public schools. The best proof of the fallacy of this statement lies in the measure of its social values.

Therefore, the first justification for Home Economics in some phase as a subject of instruction in the public schools for boys as well as girls from the kindergarten through the high school particularly, and better yet through college, lies in its universal application.

These words uttered decades ago are just as true now as then, and will be just as true decades hence:

"We may live without poetry, music and art,

We may live without conscience, and live without heart,

We may live without friends, we may live without books,

But civilized man cannot live without cooks."

Knowledge of certain necessities must be had by everyone merely to exist, but expert knowledge is required to live and help others live.

In the next place, Home Economics training makes a large contribution to the individual's ef-

fectiveness as a member of society. Healthy, happy, illuminating thoughts as well as logical reasoning come from a healthy mind. A healthy mind is the companion of a healthy body, and a healthy body is the outgrowth of proper food habits, proper clothing, a healthful and sanitary dwelling, and a happy environment. The rightful heritage of every child is to be born with a healthy body, and to have this health guarded through the years until maturity places the responsibility on the individual himself. Consequently, it is the duty not only of parents, but of all educational agencies as well to let no opportunity pass unheeded to give all training possible. When the age of maturity is reached it becomes the duty of each individual to continue the training, and to practice the precepts. Let us hope, then, that the public school, our most potent educational agency, will not fail in its duty because of ill advised criticism.

A nation's welfare in times of great struggles as evidenced in all the great wars, and particularly the great World War, reverts to the health of its individuals. It is only the strong and able-bodied who can endure the hardships incumbent upon a soldier. The weaker ones because of malnutrition or other ailments are rejected, and the burden falls on only a part, while all must share the result whatever it may be. From this point of view, then, it is the duty of every nation to produce at all times the healthiest population possible. However, it seems sane to predict that more attention given to healthier minds and bodies would result in a sounder and healthier economic basis for any nation, and that war could be averted.

Another contribution which Home Economics training can make to society is in its relation to the stability of the family group, society's fundamental unit. Statistics show that marriage is decreasing, and divorce is increasing in parts, if not all, of our own country. Economic reasons are given as the explanation in many cases. When the young man is asked why he doesn't marry, his answer oftentimes is, "I can't afford it." When the young lady is asked the same question, she is apt to reply that she wishes a lot of money to spend. Neither youth should be un-

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Report of the Committee on Policies

Eleventh Annual Convention American Federation of Teachers, June 28-July 1, 1927

RESOLUTION I

Be it resolved that the Committee on Promotion and organization be reorganized as the Organization Committee, with the secretary-treasurer as ex-officio chairman, the rest of the personnel the same as that of the Committee on Promotion and Organization as established by the Tenth Convention, in New York, 1926.

The duties of this committee shall be to carry on a campaign of publicity through *The American Teacher* and such other means as the committee shall deem advisable, and to secure the organization of new locals by correspondence, visitation, or such other methods as may seem suitable or necessary. It shall be the duty of the committee also to secure funds for these purposes by soliciting voluntary contributions from each local of the American Federation of Teachers. Funds so raised shall be kept as a separate fund by the Secretary-Treasurer and shall be separately accounted for in the annual convention report of the Secretary-Treasurer. Adopted.

RESOLUTION XVII

The American Federation of Teachers notes with enthusiastic approval the manner in which Dr. Glenn Frank, president of the University of Wisconsin, frustrated the efforts of Governor Blaine of that state, to punish a professor in the university for economic views.

The American Federation of Teachers, in convention on June 29, 1927, applauds the statement with which Dr. Frank met this challenge to academic self-respect:

"As long as I am president of this university, complete and unqualified academic freedom will not only be accorded to members of the faculties, but will be vigorously defended regardless of the pressure, power or the prestige that may accompany any challenge of this inalienable right of scholarship."

The American Federation of Teachers applauds similarly the defense of free speech and free thought made on behalf of teachers by the Board of Regents of the University of Utah and by the governor of that state.

The American Federation of Teachers expresses the hope that teachers, governing boards, and administrators everywhere will follow the noble example which has been set in the instances cited, that teachers will defend the right to think and to express their thought on all questions, that govern-

ing boards will see in the exercise of that right the only available assurance that teachers are progressive and social minded, and that administrators will sustain teachers in their defense of that right. Adopted.

RESOLUTION XVIII.

PART A—CONTINUATION SCHOOLS

WHEREAS, Many boys and girls are forced by adverse economic conditions or an ill-adjusted curriculum to curtail their educational opportunities, and

WHEREAS, Such boys and girls have been forced into blind-alley jobs or compelled to add to their daily hours of toil by additional attendance upon the evening schools thereby sapping their vitality; and

WHEREAS, Day continuation schools were established through the efforts of the organized labor movement and the State Departments of Education to take care of boys and girls when they are mentally alert, to provide them with teachers who are sympathetic and fully qualified to give them the specialized training needed to fit them for their industrial and civic obligations; and

WHEREAS, A movement has been launched to undermine or to destroy the continuation schools in order to force those boys and girls to attend evening schools or business schools sanctioned by state educational boards, and

WHEREAS, These evening or business schools are ill-equipped to do justice to the children now being taken care of by the continuation schools; therefore, be it

RESOLVED: That the American Federation of Teachers urges all of its affiliated locals to co-operate with organized labor to the fullest extent to prevent the weakening of the Continuation School Laws.

PART B—THE VISITING TEACHER

WHEREAS, The program for the prevention of delinquency has in the past five years demonstrated the strategic importance of the study of behavior and environment of the school child in the establishment of a socially-minded and happy citizenry, and

WHEREAS, In almost four score cities and counties throughout the country about 200 teachers are now carrying on such study and adjustment of school children who have appeared to be in danger of mental disturbance or delinquent conduct, or both, part-

ly as a demonstration of this program and partly at the instance of public Boards of Education, and

WHEREAS, Their experience has demonstrated that freedom from the ordinary school time-table and special training are necessary for the proper prosecution of their work, therefore, be it

RESOLVED, By the American Federation of Teachers that they support the work of visiting teachers and advocate their establishment as a part of every public school system which numbers more than one thousand school children with the appointment of one additional visiting teacher as a minimum for each three thousand of the school population; that we set as the standard of minimum training:

- (1) Training in educational psychology and method not less than two years (similar to a training school course);
- (2) Teaching experience not less than three years;
- (3) Training in social case work and the psychology of behavior and its disorders not less than one year;

that we set as the minimum standard of pay not less than that given to special teachers in the salary group of the system in which the visiting teacher is appointed; and that we co-operate in every way with those other organizations and agencies, such as the National Association of Visiting Teachers, which is endeavoring to bring about a like improvement in our schools.

PART C—STATE AID

WHEREAS, Education is and ought to remain a state function in order to insure every boy and girl within the state equal educational opportunity; and

WHEREAS, This imposes upon the state the obligation of giving financial support to localities particularly where the assessed values make impossible adequate provision for education as required by the educational law; therefore be it

RESOLVED: That the American Federation of Teachers go on record as favoring, for the present, increasing state aid from localities until at least 50% of the cost of local education is borne by the state.

PART D—SOCIAL SCIENCES IN TEACHER TRAINING

WHEREAS, An examination of the courses of study of many of the teachers' training schools throughout the country reveals the fact that the social sciences, so necessary to an intelligent understanding of current problems, receive little attention, and

WHEREAS, In our efforts in trying to organize

teachers in affiliation with labor we have discovered a lamentable lack of understanding on the part of teachers of the great social forces that shape our lives; and

WHEREAS, We consider the fundamental objective in education to be adjustment to changing social environment; therefore be it

RESOLVED: That the Executive Committee of the American Federation of Teachers is hereby instructed to co-operate with the Education Committee of the American Federation of Labor with a view to organizing a campaign to secure such preparation of teachers in all the social studies as to equip them more adequately for an understanding of the social order.

PART E—LUNCH ROOMS

WHEREAS, Many school systems have established lunch rooms for both pupils and teachers not only to provide wholesome food at reasonable cost, but also to meet the problem of the undernourished child; and

WHEREAS, In many schools these purposes are being defeated by leasing the lunch rooms to private concessionaires who are largely if not solely interested in profits rather than in service; therefore be it

RESOLVED: That the American Federation of Teachers go on record as favoring:

- (1) The control and supervision of these lunch rooms by the educational authorities;
- (2) The management of these lunch rooms by the Home Economics Department of Education;
- (3) The running of these lunch rooms on a non-profit making basis;
- (4) That the teachers be permitted to participate in the administration and management of the lunchrooms within their schools.

RESOLUTION XXXI

Whereas, It would strengthen and improve the organization work of the American Federation of Teachers by increasing the contact between the national office and the locals; and Whereas, Information of local situations is imperative for effective work by the national office;

Be it Resolved, That all local organizations be required to select a member of its governing board, committee, or council, whose duty it shall be to keep the national office regularly informed on such activities and situations as the national secretary shall

request, and the governing board shall direct or approve.

By request of the men's local of St. Paul, 43. Adopted.

PRESIDENT'S REPORT

Your committee heartily endorses the President's summary of the spirit and more indirect accomplishments of our movement. These indirect and more intangible achievements, are legitimate sources of stimulus and encouragement, which we do well to recall frequently. We recommend that the suggestion that we develop a direct appeal to the teachers along the line of professional ethics, be referred to the new Committee on Organization with power to act after approval by the Executive Council.

Concerning the President's reference to the gullibility and intolerance of present society as a reflection on past educational processes, while your committee does not believe that the schools can reasonably be expected to counter-balance the combined powers of all other community forces, it agrees that there is urgent need for a conscious redirection and strengthening of the influence of the school in these all-important matters, and recommends that this suggestion also be referred to the Committee on Organization for action.

The committee is in thorough agreement with the comments and suggestions of the president regarding organization of work. We are confident that the year's experience, and the reports to the convention will justify the experiment with all permanent committees except that on Promotion and Organization. With that most important of all committees, the experiment was obviously a failure, and we believe that our president has put her finger on the reason. The functions of that committee should logically place it under the direction of the executive officers of the organization, the president and secretary-treasurer.

Your committee therefore recommends to the convention concurrence in the two recommendations of the president: (1) that upon the president and 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 committee on Organization be to bring about the organization of new locals and to extend the influence of the American Federation of Teachers. (3) It also recommends that the Chairman of Standing Committees other than the Committee on Organization be determined by the Executive Board.

It will be noticed that we dropped the word *Promotion* from the committee title for brevity. We would further suggest that since the duties of this committee are so time-consuming, the burden of active chairmanship should be placed on the secretary-treasurer while that remains the only full time office, the president, of course, to have authority jointly with the secretary-treasurer.

Your committee is in sympathy with the President's recommendations on finance, but since that subject is dealt with in another section of its report, there is no occasion for action at this point.

In conclusion, the committee desires to express its appreciation of the devotion to the movement, and the unselfish service rendered under difficult conditions by President Barker and it knows that this brief acknowledgement is a very inadequate reflection of the feeling of the convention. Adopted.

REPORT OF THE SECRETARY-TREASURER

The American Teacher

The committee desires to give particular commendation for the success of the *American Teacher* in this first year that the secretary-treasurer has been authorized to resume publication of the larger official organ. Special mention should be made of the high literary quality and general effectiveness of the magazine. The progress in securing advertising is very encouraging, and we believe has justified a continuance of the experiment. The policy of special sectional numbers we believe a valuable innovation, both as to content material and to finance, and we recommend concurrence in the secretary-treasurer's suggestion of five such numbers a year, and five general numbers, the general numbers in that case not to be narrowly specialized in subject matter.

The committee would also like to re-emphasize the request of the secretary-treasurer for better co-operation from correspondents of locals.

FINANCES

The committee recognizes the seriousness of our perennial financial problem, but consultation with the delegates has convinced it that an increase in per capita is not feasible at the present time. Another line of attack is suggested by the committee elsewhere in its report. Therefore non-concurrence in the proposed increase in per capita is recommended.

ORGANIZATION

The report of the secretary-treasurer on Organization is very inspiring. Among the delegates to the last convention it was generally commented that opportunities for organization were at last opening

up, and our secretary-treasurer is to be most heartily commended for her effective seizing of all opportunities, and her uncovering of organization possibilities in spite of the handicap of lack of funds. We earnestly urge the locals to give substantial support to the development of the organization fund elsewhere recommended, and are confident that with even moderate financial backing, barring untoward developments not now on the horizon, our secretary-treasurer will be enabled to give the next convention a still more inspiring report.

In conclusion, the committee feels that the delegates can scarcely be too often reminded of the intolerable burden of financial worry that has always been inherent in the office of secretary-treasurer, and apparently must remain inherent in it for some time to come. Secretary-Treasurer Hanson has not escaped this burden, and has met the situation with fortitude and skill. If all local officers realized how much that burden could be reduced by the promptness in business relations shown by some of them, much invaluable time and energy could be conserved.

Under great handicaps, Mrs. Hanson has fought the year through in varied fields to a successful conclusion, and she should know that she has the unstinted gratitude of the delegates and of the movement for her valiant and able service, and not only the best wishes, but the pledge of active co-operation for a better year to come.

Resolution on report of Secretary-Treasurer adopted.

Chairman: William T. McCoy,
Chicago Local No. 2.
Secretary: Joseph Jablonower,
New York Local No. 5.

A TEACHER'S POINT OF VIEW

The American Federation of Labor deserves the applause of the nation for its prompt and overwhelming repudiation of the proposal of representatives of the teachers' federation to penalize freedom of thought and research.

This proposal was to bar textbooks put out by the Institute for Research in Land Economics and Public Utilities, a department of Northwestern University. Mrs. Hanson of Chicago, a delegate of the teachers' federation, does not favor the observations and conclusions of the institute. In her wisdom the institute is hostile to the best interests of the wage earner and the farmer and therefore its books ought to be barred from the tax supported schools.

In other words, the pupils of tax supported schools

are to read works which are approved by Mrs. Hanson and such as think as she does, but not works which express views she and they deem erroneous. The latter are propaganda. Shut them out. Mrs. Hanson's views are not propaganda. Feed them ad libitum to the taxpayers' children.

Does Mrs. Hanson represent a considerable body of our American public teachers? If she does, it is high time there was a drastic cleanup in the teaching personnel.—Chicago Tribune, October 15.

Reply to above editorial but *not* published by The Chicago Tribune:

Chicago, October 19, 1927.

Editor, Chicago Tribune,

Tribune Tower, Chicago, Illinois.

Dear Sir:

There is a surprising amount of falsehood and distortion of the facts in last Saturday's short editorial entitled "A Teacher's Point of View." If all of your editorials are based upon the same meagre knowledge of facts, or perhaps, are actuated by the same obvious intent, I do not wonder that intelligent folks generally regard the influence of Tribune editorial opinion as negligible.

Certainly the Tribune cannot claim ever to have fought as valiantly as the American Federation of Teachers does for "freedom of thought and research." The present controversy is not over substituting the propaganda of one person or group for that of another. It rages over the question of whether anyone's propaganda be allowed to parade under the guise of research.

The Institute for Research in Land Economics and Public Utilities is not, as you say, a department of Northwestern University. While it is housed by the university, it is a separate organization with its own board of trustees and is separately financed. Curiously enough, the so-called research work of the institute leads to "observations and conclusions" which coincide with those of its financial backers. This fact was established by the American Federation of Teachers through investigation of books and publications of the institute.

The American Federation of Teachers favors and fights for a large measure of freedom in thought, conclusions and viewpoint, but recognizing its solemn duty in the field of education, it insists that the use of the name research be restricted to procedures which are genuine and it exposes bought and paid for propaganda parading under the guise of research.

Yours truly, LEO R. KLINGE,

Report of the Committee on Education, Convention of American Federation of Labor, Los Angeles, Calif., Oct. 14, 1927

Organization and Education are the hope for the advancement of humanity. Legitimate organization and true education should make of our citizens not only guardians of our heritage but also followers of those who have sacrificed for a society built upon the principle of co-operative effort for the benefit of all. The development of character and nobility of soul should be our educational goal.

OUTSTANDING ACHIEVEMENTS

Regarding the report of the Executive Council on outstanding achievements in education.

We commend highly the achievements in the field of education this past year, and the active and progressive spirit shown.

The Workers' Education Bureau has done a magnificent work and should receive the continued support of the entire labor movement.

The Conference on the Elimination of Industrial Waste held under the auspices of the Philadelphia Central Labor Union and the Philadelphia Labor College is an outstanding educational achievement of the year. This was the first of its kind but should by no means be the last. A careful study of the work of this conference is recommended.

At Passaic, N. J., the Workers' Education Bureau served the labor movement immeasurably. The purpose and idealism of unionism were most forcefully and dramatically brought home to the workers.

The American Federationist has been a leading educational agency and has again demonstrated that "the pen is mightier than the sword." The American Federationist compares favorably with any magazine published, in content, in form, in character and in usefulness. It should have unqualified endorsement and support. It is recommended that every officer of national and local organizations subscribe to and read The American Federationist and it is recommended especially that all editors of labor papers and journals read and use with suitable comment in the columns of their publication current articles.

One other educational achievement deserves mention—that is the organization of the teachers into trade unions. The past year has seen a definite improvement and growth in this field. This indicates that an increasing number of teachers is becoming

socially minded, is developing a social awareness and civic conscience. The union teacher is one who recognizes the labor movement as a great social movement for human betterment and regards it as a privilege and a duty to participate in that movement. He is seeking to develop for himself and others greater freedom and self-respect and thereby to make teaching a profession, a thing which can be accomplished only when the teachers have the freedom, strength and influence to establish the standards of their calling.

REPORT OF THE PERMANENT COMMITTEE ON EDUCATION

The permanent committee on education has continued its valuable work and presents evidences of satisfactory accomplishment, including model provision for compulsory school attendance laws, present methods of apprenticeship training, and a study of how text books are selected.

The work on compulsory school attendance is especially commendable. The committee finds that the need of labor action to protect children is as great as ever. A few states have made progress, two in 1926 and five in 1927, strengthening their provisions for length of schooling required, on protection of minors at work. Nine states failed to pass bills or parts of bills submitted to them.

The survey of vocational education work has not yet been completed. The provisions regulating apprenticeship contained in the constitution of each trade union organization has been summarized and the type of vocational training done by corporations and controlled by management has been considered.

A vitally important work of the committee was the study of the circulation of text books, showing what school authorities participated in the selection of the books, by whom the final decision was made and how frequently decisions are revised. In calling attention to omission of important social developments from school texts for the teaching of history, civics and economics, as the labor movement and the woman movement, the committee has done a work of tremendous importance, which will bring worthwhile results through constructive co-operation on the part of publishers as well as of authors.

One of the most pernicious of legislative ten-

dencies is the attempt to determine the content of the social and biological sciences by special interest or legislative enactment. The American Federation of Labor should be on the alert to combat all such tendencies, much in evidence at present.

Your committee recommends that the Committee on Education be directed to maintain its work of examining text books for use in the public schools and conferring with authors so that it may further a fair and fully rounded presentation of social, economic and political history.

FREE TEXT BOOKS

It may seem anomalous that a democracy which provides for free compulsory education should still force its school children to buy their text books, thus making equalization of educational opportunity more difficult. The American Federation of Labor urges its constituent bodies in the various states and in the District of Columbia to work for the enactment of legislation providing for free text books for all children of the public schools.

CONTINUATION SCHOOLS

Continuation schools were established to meet the educational and industrial needs of boys and girls who were forced by adverse economic conditions or ill-adjusted curricula to terminate their school careers too soon. These schools are now functioning with a large measure of success in twenty-six states. Anti-social, uneducated or misguided employers are seeking to undermine these beneficent laws which are not only doing much to enable children to lift themselves out of the blind-alley jobs but also to develop their educational possibilities to the utmost. This has been made possible by the stimulation that comes from the correlation of education to one's work and by their contacts with reality.

Recently efforts have been inaugurated to undermine the operation of these laws by suggesting amendments reducing the compulsory school age or substituting evening school for day school attendance or by other substitutes for the continuation school. We regard all these attacks upon the continuation schools as undesirable and unwise attempts to undermine these beneficent laws and institutions and we urge every effort to defeat all such attempts.

We suggest that attendance should be required from four to eight hours weekly, that the curricula be broadened to meet the varying needs of the pupils—cultural as well as industrial; that better specialized equipment and buildings be provided by boards of education; that trained trade teachers be attracted

to teaching by improving their status; that more liberal state and national aid be furnished to make these reforms possible and that the work of the continuation schools be strengthened wherever possible. We further suggest that vocational guidance be especially emphasized along with health education and medical inspection, using the resources of the physician, the dentist, the visiting teacher and the psychiatrist.

The continuation schools in their experimental state, with their small classes, their factual approach and their contact with life, offer boards of education a challenge as well as a rare opportunity of testing the validity of our traditional educational policies.

THE HANDICAPPED AND THE RURAL SCHOOL

The committee wishes to direct the attention of the American Federation of Labor to the plight of two classes of underprivileged children. The Research Bureau of the American Federation of Teachers has made exhaustive study and a report on the situation of the crippled child. This report shows that of our 48 states only 15 have legislative provision relating to the education of the crippled child and of these 15 only 10 have legislative provision for surgical treatment and care necessary to make such education possible.

Your committee is convinced that education and vocational training for the crippled child is humanitarian and can in many cases "make tax producers out of potential tax consumers."

Your committee is also convinced that the necessary education for these handicapped children requires that provision be made for medical, surgical and institutional care. Hence it desires to recommend that the American Federation of Labor and its various constituent bodies strive to bring this matter before the federal Congress and the legislatures of their respective states, to the end that legislation necessary to adequate educational opportunities for this class of children may be secured.

The educational opportunities of the children in most rural districts is so inadequate as to constitute a severe indictment of our nation, and to be a leading cause of illiteracy and other social and economic dangers.

The inability of many districts adequately to finance their schools has resulted in short compulsory school year in some states as low as four or five months, and low requirements for teachers. Boys and girls just out of the eighth grade are often employed as teachers and professional training among rural teachers is rare.

Some states are making notable advances through a method of consolidated schools, state aid to poor districts and raising educational and professional requirements for teachers.

The American Federation of Labor is deeply interested in this injustice to children and this menace to our nation, and will take active steps that all constituent bodies inform themselves upon the conditions in their several states and seek to interest all forces in their states in the matter of improving the rural schools.

NURSERY SCHOOL

Your committee believes that in harmony with its interest in all educational matters the American Federation of Labor should take cognizance of a new movement known as the Nursery School or training for the pre-school child. Many of our leading universities and of our prominent psychologists are giving much attention to study and experiment with this particular period. If it is intended that the junior kindergarten or nursery school become a part of our educational system, we should be informed as to its value or lack of value.

Your committee therefore recommends that the permanent Committee on Education make a study of the nursery school movement with a view to determining its advantage, if any, to human progress and the labor movement.

PUBLICATIONS

The attention of the members of the American Federation of Labor is called to the list of exceptionally fine publications issued by the American Federation of Labor. It is recommended that every effort be made to place these in the hands, not only of trade unionists, but of others as well.

The attention of your committee has been called to the text books published for the Workers' Education Bureau which are known as the Workers' Bookshelf, and the criticism of some of our membership on the content of some of these books.

The initial plan proposed by the Workers' Education Bureau was to create an editorial board on which responsible trade unionists were to serve to pass on the books as they were published. The method proved not wholly satisfactory in spite of the services of the members of the board.

Criticism in certain portions of these texts was brought to the attention of the bureau with the result that changes were made or are being made in the existing volumes. A provision has been made whereby in the judgment of your committee there

will be a proper safeguard for the future.

Your committee, therefore, desires to recommend that in the future all books to be published in the Workers' Bookshelf that deal with trade union problems receive the benefits of careful editorial reading by competent representatives of the American Federation of Labor, and we also urge all trade unionists who read these books to make such constructive suggestions as they think will be helpful to the Workers Education Bureau. We believe in the value of such a bookshelf and we request the co-operation of the movement in making this of the greatest service to our membership.

LABOR PRESS

Your committee heartily endorses that portion of the Executive Council's report dealing with the Labor Press and the very important part it plays with the development of the trade union movement. We recommend that the Labor Press of America be urged to give continued support to the program of the American Federation of Labor and to give extra emphasis to the value of extending Workers' Education in every community. Your committee is deeply impressed with the opportunity for the development of this most important auxiliary of the labor movement and earnestly urges that our membership give greater support to its development and growth, to the end that it shall always, as it should, give expression to the hopes and aspirations of labor as represented by the American Federation of Labor.

WORKERS' EDUCATION BUREAU OF AMERICA

The Workers' Education Bureau has become such an important part of the educational activity of the American Federation of Labor that your Committee feels that further endorsement is hardly necessary. The Bureau has been a most effective and efficient agency for the promotion of Workers' Education in the United States; it has won its support by the merits of its service. It has been prompt to recognize its mistakes during its pioneer period and willing to make necessary correction. We again commend the Bureau for its constructive and valuable aid in furtherance of the educational program of the American Federation of Labor.

The suggestion of the Executive Council that the Executive Committee of the Workers' Education Bureau be so changed as to give more responsible direction to supporting national and international unions and the American Federation of Labor is a wise suggestion. We approve of it. It is a recommendation by our Executive Council to the Execu-

tive Committee of the Workers' Education Bureau. We interpret this recommendation to represent an added expression of interest and belief in the great service of this Bureau to the future of our Labor movement and a desire to be a more vital part of it. We do not understand that this suggestion represents any want of confidence in the contribution of State Federations of Labor, Central Bodies and Local Unions in the administration of this program. We believe in their important part in the development of this educational program.

We recommend therefore to this convention the adoption of this suggestion of the Executive Council and urge a more active affiliation and responsible co-operation by the other units of the American Federation of Labor in the development of this important movement.

WEEK END CONFERENCE

The plan of the Week End Educational Conference for the discussion of industrial questions which has been initiated and sponsored by the Workers' Education Movement has been listed by the Executive Council as one of the outstanding achievements for the year. We concur in this belief. They open up a new and important method of securing important facts and of developing the technique of industrial relations.

Your committee notes with deep interest the intention of the Workers' Education Bureau to hold such conferences in different parts of the country during the coming year. It recommends that all national, international, state federation and central labor bodies lend all possible assistance in making these conferences a success and of the greatest service to the members of the American Federation of Labor.

PASSAIC WORKERS' EDUCATION PROGRAM

The establishment of an Educational Department in the City of Passaic to co-operate with the United Textile Workers of America in their difficult task and the achievements of that Educational department are of the first significance. Your committee can hardly imagine a center where the educational work would be more difficult. By the measure of the difficulty, is the accomplishment to be rated.

What has been demonstrated in Passaic should be of great value in other centers. What has been won in the way of community support can not be overestimated.

Your Committee therefore recommends that this convention go on record as endorsing the educational

program wholeheartedly and commend the Workers' Education Bureau, the local Education Director of Workers' Education and the United Textile Workers of America on their joint achievement.

LABOR INSTITUTES AND SUMMER SCHOOLS

The growth of summer schools and labor institutes as a part of the program of the Workers' Education Movement is a sound development. The utilization of college campuses in this country for such summer schools under representative workers' educational committees is an important event. At the present time but a small proportion of over 700 colleges and universities in the country have any provision for summer instruction. If our Workers Education Movement can utilize some of these plants for summer schools of their own it will be most valuable.

The holding of Labor Institutes of shorter duration to discuss problems of current interest to individual unions or groups of unions may be a most useful method of stock taking in union progress. They should prove to be a most valuable way of formulating or developing new methods for labor.

Your committee recommends to this convention that they record their approval of the general purpose of such summer schools and labor institutes for wage earners when conducted under the auspices of the Workers' Education Bureau.

RESEARCH

The work of the Research Department of the Workers' Education Bureau is a much needed adjunct to the Workers' Education movement. It should aid greatly in developing new methods of instruction and new material for study class use. While only a beginning has been made we feel that it is filling a real need.

Your committee therefore adds its endorsement to this work and recommends to affiliated unions and study classes the wider use of its facilities.

THE FIFTH NATIONAL CONVENTION

We recommend the action of the Executive Board of the Workers' Education Bureau in holding their fifth National Convention in the Boston Public Library. Libraries are public institutions. In America our public libraries are making conspicuous and worth while efforts to aid the adult education of the citizens of their community. We congratulate both the Workers' Education Bureau and the Boston Public Library on this splendid expression of co-operative effort.

Your Committee desires to recommend to this

convention the endorsement and approval of the major actions taken by the Boston convention of the Workers' Education Bureau in the development of its own work.

AFFILIATIONS

The affiliations of the National and International Unions, State Federations, Central Bodies and Local Unions have made a commendable increase during the past year. Yet no educational agency can function up to the maximum unless it has an adequate income to carry forward its program and a constituency through which to function.

Your committee therefore recommends to this convention that the Executive Council of the American Federation of Labor be authorized again to appeal to all national and international unions, state federations, central bodies and local unions to undertake active affiliation and support of the Workers Education Bureau so that it can be of the maximum service to the American Labor Movement.

MEMORIALS

Two memorials, the Woodrow Wilson Foundation and the Thomas Jefferson Memorial Foundation, were promoted actively through the office of the American Federation of Labor. Your committee recommends hearty commendation and approval of these activities.

SPECIAL DAYS

Labor's Memorial Sunday, the fourth Sunday in May; Labor Sunday, the day preceding the first Monday in September; and the following day or Labor Day are Labor's special days. Fitting observance of these days is urged so that the power of the labor movement may be continually revered. "These are the days on which we turn from material things to their meaning or their spiritual purposes. The labor movement is fundamentally an effort to realize spiritual purposes—to enable men and women to free themselves from situations and hardships that restrict their development."

PUBLIC HEALTH

We recommend that the President of the American Federation of Labor bring to the attention of the President of the United States the failure of the Budget Bureau to provide necessary funds for the Public Health Service. We feel great satisfaction in the work of President Green to secure an investigation of the harmfulness of the pneumatic hammer in its effects upon the workers. We commend the Harvard School program and recommend that efforts be continued to co-operate with the United States

Health Service to secure sufficient congressional appropriation for industrial hygiene research so that the service may be able to maintain adequate research.

HEALTH

One of the prominent activities of the American Federation of Labor has been to create conditions that would conserve the physical and mental health of the children of our nation. To this end your committee concurs in the recommendation of the Executive Council and urges that a joint resolution be presented to Congress asking the creation of May 1 as Child Health Day, and that all affiliated bodies seek to have their state legislators approve May 1, as Child Health Day.

TRADE MARKS

We recommend that efforts be continued to secure the passage through Congress of a bill providing for the registration of union labels.

CHILD LABOR

It is hardly conceivable that in America where we pride ourselves on a sense of fair play and decency that a campaign marked by misstatements and vituperation could have been conducted successfully even temporarily by the opponents of the child labor amendment. In most cases the opponents of the amendment masqueraded as patriots. Yet in spite of the funds at their disposal in spite of their insidious propaganda and elaborate machinery for spreading their misrepresentations, they must ultimately fail in their efforts to keep the childhood of the nation in economic bondage.

Notwithstanding the fact that some states have amended their statutes raising the standards for school attendance and work protection, child labor has increased the past year. The opponents of the child labor amendment have failed to make good on their statement that progress would be made. It has been found that governors and other public officials who had demanded the right of the states to legislate on child labor just as actively opposed amendments to state labor laws as they did the proposed constitutional amendment. Most pernicious propaganda was sent to the various states against the amendment. Child labor has increased in 24 out of 29 large industrial cities. Eight out of twelve states reported increases. This increase is a stain on America's national honor.

To make our work to bring about the ratification of the child labor amendment more effective, we recommend that the American Federation of Labor

be empowered to enlist the fullest moral and financial support of its members in their efforts to rouse the conscience of America against the evil of child slavery.

RESOLUTIONS

AUTHORIZING PROVISION FOR REGIONAL DIRECTORS FOR WORKERS' EDUCATION BUREAU

Resolution No. 86.—By Delegates John E. Gross, Colorado State Federation of Labor, and Harry W. Fox, Wyoming State Federation of Labor.

WHEREAS, The American Federation of Labor at previous conventions has given its whole-hearted approval of workers' education and of the program of the Workers' Education Bureau; and

WHEREAS, Further experience offers convincing evidence of the value to the workers and their movement for emancipation from low wages, untoward working conditions and long hours of labor, of that knowledge to be secured by the formation of workers' study classes and labor institutes; and

WHEREAS, Such a movement to be wholly successful requires the services of regional or state directors, men or women who are qualified both from the standpoint of acquaintanceship with the real problems of the worker and with the unions of workers and their programs; and

WHEREAS, In most instances city and state central labor bodies, being voluntary associations of delegates representing affiliated local unions, are without the power to assess their affiliates to carry on this very important work of education; and

WHEREAS, We believe that this work can best be conducted with regard to the proper selection of such regional or state educational directors by some central agency, whether that agency be the Executive Council of the American Federation of Labor or the Workers' Education Bureau acting under and with its authority and with the approval and support of the various national and international unions comprising the American Federation of Labor; now therefore, be it

RESOLVED, By the forty-seventh annual convention of the American Federation of Labor, assembled at Los Angeles, California, October 3, 1927, that we again voice our approval of workers' education and authorize the President of the American Federation of Labor, in conference with the Workers' Education Bureau, to devise ways and means by which State and Regional Directors may be selected; and, be it further

RESOLVED, That the incoming Executive Council of the American Federation of Labor give careful consideration to the raising of any additional funds made necessary by this designation of Educational Directors, such directors to be financed only for localities or states where it is impractical for any reason for the state or locality to finance such undertaking; and be it further

RESOLVED, That any regional or State Director so chosen shall be qualified to interpret the principles of our recognized labor movement, as well as qualified from an educational standpoint, shall become members of the American Federation of Teachers and maintain such membership while employed in that capacity, and shall be designated as Volunteer Organizers of the American Federation of Labor—to receive such stipend as the Executive Council of the American Federation of Labor may determine.

The subject matter of this resolution was given careful consideration by your committee, which agrees with the general spirit of this resolution and has so stated in its report on Workers' Education Bureau. It does not find itself in agreement with the methods proposed and therefore non-concurs in the resolution.

ORGANIZED LABOR SHOULD BE PROPERLY REPRESENTED ON ADMINISTRATIVE AND ADVISORY

BOARDS DIRECTING VOCATIONAL

EDUCATIONAL PROGRAMS

Resolution No. 87.—By Delegates Matthew Woll and Henry F. Schmal of the International Photo-Engravers' Union.

WHEREAS, Organized labor has always advocated adequate provision under public control for the education and training of the workers; and

WHEREAS, The American Federation of Labor was largely instrumental in the initiation of publicly-controlled programs of Vocational Education; and

WHEREAS, Organized labor has continued to support and to co-operate in the development of such programs; and

WHEREAS, Organized labor has always stood for the maintenance of the standards of the trade and for the proper selection and further training of those preparing to enter the trade, as well as for the widest opportunity for those already employed, to secure additional education and training at public expense; therefore, be it

RESOLVED, That the American Federation of Labor endorses such programs of vocational educa-

(Continued on Page 26.)

The American Teacher

Democracy in Education Education for Democracy
Published Monthly, except July and August

Official Organ

THE AMERICAN FEDERATION OF TEACHERS

Office of Publication, Leader Building, Oklahoma City, Okla.

Editorial Office:

327 South LaSalle Street, Chicago, Illinois

FLORENCE CURTIS HANSON, *Secretary-Treasurer and Editor*

At the time of expiration, a bill will be found in the copy. Subscribers are requested to give prompt notice of changes in address.

Remittances should be made in postal money-order, express order, draft, stamps or check.

SUBSCRIPTION PRICE, TWO DOLLARS FOR THE YEAR
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"... The great and final enterprise of humanity is to let in the light, to let all the light all the way in."—Joseph Fort Newton, Baccalaureate Address at University of Virginia.

TEACHERS AS CITIZENS

Are teachers functioning as citizens? Are they taking an active part in the civic life of their communities? I fear the answer with few exceptions is, "No." The teacher needs to be aroused to a realization of the deplorably low status to which he has dropped. He needs to know that he has permitted himself to drop to this low status. He needs to know that the remedy lies in himself alone.

Are the teachers citizens or are they serfs? Let them answer. Let us have some real honesty. When citizens' committees are formed to examine into any community problem, educational or otherwise, are the teachers invited to send their representatives, or are they practically the only group omitted? Look into the personnel of school committees throughout the country and you will find every group and class represented *except the teachers*, whose business the schools are. No other group has so little to say about that which is its business, the schools, about the working conditions, about the standards that control the teachers' work. Teachers sign contracts that a street sweeper would scorn. Efforts even have been made to disfranchise the teacher completely by rules that teachers shall take no part in elections. Teachers accept with thanks a pension system that ties them to that particular community and makes it impossible to change their position without financial loss. What is a serf, anyway?

Of course there are some conspicuous exceptions. The union teacher has won his freedom and self-respect. Unionization gives the teacher recognition both through Labor and through his own union. Unionization makes the teacher a power whose voice is heard and heeded. The union teacher is a real citizen with social awareness and civic conscience.

ARE YOU?

THE AMERICAN FEDERATION OF TEACHERS

Eleven years ago the American Federation of Teachers was organized as a protest against the abuses of power that had grown up in school administrations, as a means for combatting the influence of autocratic domination of the schools by special interests and as an expression of the social vision of a few teachers who were thinking in terms of community interest and social progress.

During these eleven years wisdom has been justified of her children, and today the founders of the American Federation of Teachers can watch with pride the growing membership, the widening influence and the increasing interest in this significant movement.

When our purposes mature we shall witness among other things the emergence of a real teaching profession. Only when the members of a group themselves fix the standards for the group, and function in the community as a self-directing agency, can such a group be called a profession. Measured by this yardstick teachers, comparatively speaking, have hardly begun to sense their responsibility. They must become group-conscious, determine standards for themselves, develop solidarity, mobilize the intelligence and the spirit inherent in the group into a group program. Only in this way can they protect themselves and their work from exploitation. Only in this way can they render the best and most effective service as the architects of that social order which the youth of today are building for tomorrow.

When the teacher becomes free from fear and intimidation the pupil immediately becomes the heir to new possibilities for growth and development. To quote from the preamble to the constitution of the American Federation of Teachers:

"We believe that servility breeds servility, and that if the schools are to produce free, unafraid men and women, American citizens of the highest type, the teachers must live and work in an atmosphere

of freedom and self-respect."

The American Federation of Teachers will not waver in its demand that every child have the best opportunity possible for self-development and every one those privileges which contribute to the life more abundant.

The organization has been denounced, criticized, praised and congratulated for its affiliation with the American Federation of Labor. Those who have disapproved that affiliation probably have little understanding of the aims and purposes and practices of organized labor and the American Federation of Labor. The American Federation of Teachers is proud of the affiliation, for we know of no other large group that is so sincerely and intently and courageously and purposefully working for human uplift and social progress as is this group. The labor movement represents the struggle upward of mankind. The different groups have organized and come into being for the same reason that we have. It is all the urge to human freedom and progress, and it is the natural thing for each new group to join those already in the struggle in order that weakness may become strength and success be more certain of accomplishment.

The American Federation of Labor is made up of autonomous national unions, each managing its own business. The American Federation of Teachers is no exception to the rule. In our great common interests we are one. If space allowed we could show how society at large stands to gain immeasurably by this teacher movement as it has gained and will continue to advance through the labor movement.

"Citizenship today must be broader than nationalism. There must be an international consciousness; there must be an 'international heart,' and a 'world mind.' This 'world mind' is largely an attitude or habit of thinking in the larger units of the world and the habit of regarding the nations as co-operating parts of the great whole. It is learning to measure other peoples by their own standards and getting their point of view. It is a recognition of those great virtues, attitudes, traits, and ideals which constitute national character. The question now is, 'Has the world progressed to such a point or will it ever come to such a point in the fundamental principles of morality that the nations can live together as sharers of the world's civilization?'"—Dr. Augustus O. Thomas, at World Conference on Education, San Francisco, 1923.

THE STORY OF THE AGES

(Ernest H. Crosby, in California Labor Press)

To make men pull together—that was the aim which civilization set before itself.

And first slavery showed the way. Men pulled together at the word of command. The pyramids rose. Rome swallowed the earth—men worked long and wearily and without a doubt that here was the finality of things.

Their dreamers and sages and saints could picture no golden age without slaves.

And the strong arm of the law made them toil. But man grew and looked, and asked why—and slavery shriveled and died.

And still the object was to make men pull together.

And the wage system showed the way.

One man grasped all the good things he could and hugged them and said to those who had none: "Work for me, and I will give you a little."

Men pulled together again with hunger in their eyes.

Factories sprang up, railways encircled the earth—men labored long and eagerly and without a doubt that here was the finality of things.

Their dreamers and sages and saints could picture no golden age without the wage system.

And the strong arm of the law guarded the piles of good things and let the men go.

For now the men strove to get work, and it was no one's interest to keep them through the winter and the death of a man, such as once fetched his weight in coin, no longer was of consequence, for another would do as well.

But man grew and looked, and asks why—and the wage system blanches with terror.

There is a new way to make men pull together.

Love, free co-operation, equal service, true honor, and honesty—have you never thought of these things?

Let us dream better than the old dreamers—and pull together.

"If our schools are to serve toward and in the international world, the instruction in them must be modified to that end. . . . In all the school work that affects our estimate of the policies and conditions of another country and our attitude toward it, we must substitute reason for prejudice, knowledge for ignorance, and information for passion."—School and Society, May 14, 1921.

THE SERVICE OF WORKERS' EDUCATION TO LABOR'S CAUSE

By F. L. Kerchen, Director of Workers' Education

One of the most difficult tasks for one who professes the business of workers' education is to show in clear detail its real significance to labor. It is all very easy to give glib, glowing generalizations on the value of education to labor, but to point out exactly how valuable and just where valuable, presents many difficulties. The enumeration of a satisfactory bill of particulars showing precise applications of the value of workers' education to labor is an achievement which is yet to be accomplished. At present its value is potential rather than achieved.

There are many quite obvious reasons for this situation. In the first place, there is the defensive position the educator must assume, due to much of the unsavory tradition of education. Education has been used in the service of every evil that has afflicted mankind. It has in turn served many keepers. In pre-industrial states of culture it was the mark of religious caste. It has always been the special prerogative of leisure class tradition and culture. In the Middle Ages it was the proper adornment of the lady and the gentleman. As the tool of ancient and modern states, it has justified slavery, feudalism, despotism and every form of industrial oppression. In view of these things, that it should be regarded with some degree of suspicion is only natural.

In the development of American education attention was first given to a training of the men of God. The second consideration was an education for the men of the state, that is, the lawyers, teachers and politicians. Scientific education during the middle of the last century was strenuously opposed by the foregoing groups, but finally made entrance into the curricula of our schools because it conducted to the welfare of those possessing economic power. Education of the masses, the children of the poor, was shocking to all the privileged class, but most vigorously opposed by the more prosperous tax-paying citizens of our country. Free education for American workers was the result of the voting power that organized workers had secured a few decades before.

The second suspicion that labor sustains to education is: After all, is education worth while, so much as its promoters claim? In other words, do fundamental, causal forces in society arise because of education or independently of education? Even a very superficial analysis of our modern industrial life would reveal that the whole new business of

living during these last hundred years, with its tremendous improvements in producing food, clothing, shelter, education, recreation and sanitation was due to the effects of machine industry and applied science, and developed almost wholly within the industry, inside the shop and outside of formal education and the school. As educators we may philosophize about the event, but in reality we had little if anything to do with it. This observation forces us to face the question of whether or not of certain types of education, is not industry itself the best teacher. For training in vocations most likely it is.

A third reason why labor suspects education and educators is that it is extremely difficult to note any characteristic superiority of the school man over the man of equal ability educated in the labor movement. Somehow or other the Gompers, the Greens, the Wolls, the Freys, and many others of the labor movement, leave the convincing impression that somewhere they have received a mighty efficient education. They did not get it in school; they did get it in the labor movement itself.

Then, again, labor asks the educator: Is not the very work of the local labor union, inherently, entirely within itself the best instrument for workers' education ever devised? There is no other education so real as the education of the local union; no fellowship that is so close; no urge for human betterment so keen and no practical democracy that is so genuine. Only in the union are the vital problems of a wage earner properly emphasized and adequately praised. It is in the union that economic issues and labor problems take on a life-and-death significance.—*Contra Costa County Labor Journal.*

VERMONT TEACHERS FINANCE CAMPAIGN

The teachers of Vermont are financing their own illiteracy campaign. They not only volunteer to do the teaching, but the State Teachers' Association appropriates the funds to carry on the movement. Vermont is a state which has a small percentage of illiteracy, but she is determined to blot it out entirely. Her fight is being led by a State Illiteracy Commission of which Mr. Frederick W. Wallace, District Superintendent of Schools, is chairman. The other members are Carl Batchelder, Deputy State Commissioner of Education; Mrs. Margaret Kelly, State Helping Teacher; Kenneth Sheldon, Deputy State Commissioner of Education, and Miss Caroline S. Woodruff, Principal, Castleton State Normal Training School.

NAPOLEON AS A CORRESPONDENT

By L. C. BREED

The greatest letter writer known in history was Napoleon I. Owing to the extent and variety of the interests that he personally directed after he became the ruler of France, the bulk of his correspondence was dictated to his secretaries, and naturally, in the main, these letters partook of the nature of instructions in regard to carrying out his wishes. Independent, however, of the affairs of state, he wrote many letters to his relatives and personal friends with his own hand. Two volumes of his personal correspondence have been published and afford through their perusal what is doubtless the best and most reliable methods of discerning the human characteristics of the great emperor that is available to students of his career.

The reader of the books referred to will perceive that Napoleon's letters are characterized by the traits of his personality. In his enormous correspondence one might say there is not a superfluous word. Conciseness, energy, decision and perception stand out with the utmost force. "Write plain," he said, "and the rest will follow." A marked feature in his letters is the short sentence.

Las Cases, in his Memoirs of Napoleon, states that an English military officer of rank asked him if Napoleon was really capable of writing. Las Cases inquired if he had ever seen the Emperor's military proclamation. On learning in the affirmative, but with the qualification that he supposed these had been prepared for him, Las Cases informed this English officer that at the age of twenty-seven, Napoleon had been a member of the French Institute.

At St. Helena, the Emperor avowed he did not suppose that a minister or other public official who was immersed in the duties of his official position could stop to write orthographically. He claimed that this ought not to be expected. "Under such circumstances, his ideas," he said, "must flow faster than his hand can trace; he has only time to place his points; he must put words in letters, and phrases in words; and let the scribes make it out afterward." The Emperor in later years, left a great deal for the copyist to do; he was their torment; his hand-writing actually formed hieroglyphics; he often could not decipher it himself.

In reading Napoleon's correspondence one soon discovers that he had a keen sense of humor and dearly loved to take advantage of any circumstance or remark that would afford him an opportunity to

display good-natured pleasantry. On the other hand, when the occasion called for it, he could write kindly, even, in some instances, tenderly in expressing his concern or offering his sympathy. When angry his words had the metallic ring given by steel.

At St. Helena, he undertook to learn the English language, and while he ultimately was able to read books and papers tolerably readily, he did not succeed either in writing or in speaking English. Here is an example of an attempt at writing a letter:

"Count Lascasas: Since sixt wek, y learn the English and y do not any progress. Sixt wek do fourty and two day. If might have learn forty word, for day, i could know it two thousands and two hundred. It is in the dictionary more of foorty thousand; even if he could most twenty; bot much of tems. For know it an hundred and twenty week which do more two years. After this you shall agree that the study one *tongue* is a great labor who it must *do into the young aged*."

During the years of his life, spent in Paris, he accumulated a library of about 5,000 volumes. In addition to his duties as custodian, the librarian was charged with the analysis of all journals which were not political, and to furnish reports of literary and religious assemblies. Any book which particularly interested him was covered in the margin with notes and his wonderful memory enabled him to remember much of the contents of the books in his private library. This marvelous man for upwards of fifteen years, not only could grasp the whole, but entered into the details the affairs of an empire consisting of eighty millions of people.

Writers that have dealt with Napoleon are unanimous in the opinion that his correspondence, which comprises upwards of thirty-two volumes, is a great literary monument. It is so expressive of the native temperament of its author, that the reader who opens a volume, no matter at what place, readily recognizes that he who composed or dictated these letters and orders was the Emperor. His vocabulary was not especially wide, but always exact. He was happy in hitting upon metaphors and figures of speech, and his aphorisms are in the possession of the people. The study of Napoleon's correspondence, independent of the light which it sheds on the history and life of his times, is of value for the inspiration which his utterances impart. This study is calculated to broaden the mind, elevate the heart and sharpen the intellect, since in this manner one is brought into

(Continued on Page 25.)

BOOKS

Books are the legacies that a great genius leaves to mankind.—Addison.

THE MISSION OF THE NORTH COUNTRIES

By John E. Kirkpatrick

Light From the North, by Joseph K. Hart, New York, Henry Holt and Company, \$1.50.

The Folk High Schools of Denmark and the Development of a Farming Community, by Holger Begtrup, Hans Lund and Peter Manniche, with an introduction by Sir Michael Sadler. London, Oxford University Press.

Here are two indispensable books for those who are interested in the most characteristic and perhaps significant, educational development of the past half century, and a little more, for the Danish folk schools have had above sixty years of history. The careful reader will be most interested in the book written by the three Danes who are themselves teachers in these schools. The casual reader will most readily get a clear idea of these unique schools from Dr. Hart's book, though he will need to read also his *Adult Education*, if he wishes to know just what this pioneer in educational theory is thinking while he describes these Danish schools.

In the first half of the nineteenth century, Prof. Hart tells us, "Denmark was nothing but problems," problems which could be solved "only by developing a race of free men, intelligent citizens." Bishop Grundtvig (1783-1872) who is known as the "Father of the Folk High Schools," believed the primitive farm people of his native land could be trusted with freedom, if any way could be found to get it to them. A new type of schools was necessary, schools "not for learning but for life; and not for childhood uses, but for the use of the adult world . . . Above all he determined not to be content with repeating knowledge unless such repetition produced intelligence in the adult generation." Hence it is that these Danish schools came into existence to serve young people between the ages of eighteen and twenty-five, aiming to "awaken" and not merely to "fill" the mind. And thus it was that certain Danish leaders set themselves the task of developing the latent intelligence of the peasant just as others undertook to recover the health and to make more of the old farms. Their "method grew out of the Danish—nay the wisely human—doctrine that education is a life-long process; that schools do not educate; that the most any school can do is to help the individual to find himself, somewhat, and initiate him into methods which he can use for his self-education." Dr. Hart thinks the "best educa-

tional instrument in the present world" is the Danish agricultural village which has itself in good part been produced by the folk colleges which bring into play at just the right time in the youth's career the "leadership, the stimulation, and the spiritual guidance of the experience of the race as embodied in a few great teachers," strong personalities who stand out in striking contrast with our own "instruction foremen."

The last named of these little books has only 165 pages but it supplies an historical review of this notable free school movement and at the same time furnishes a clear portrait of its early leaders. There is first the prophet of the movement, N. F. S. Grundtvig, who did not himself succeed in organizing a school but lived to see several of them in effective service. There is next Christian Kold, son of a shoemaker, who organized the first successful folk high school and who worked on the theory that enlivening rather than enlightenment was necessary for young adults. There is also Ludvig Schroeder who taught the "poetry of active and practical human life," and organized the most famous of the schools at Askov where now is found the center of the folk school life. Here also folk school teachers are trained for the entire country. We are shown how these schools helped recover the national spirit after the defeat by Prussia and Austria in 1864, how they saved the common people of the lost province of Schleswig when the townsmen and landlords would have submitted to Germanization, and how the free and inventive mind of the high school farmer turned to turnips and butter when the foreign grains destroyed the Danish markets, at the same time making Denmark the most highly organized and thoroughly co-operative society in the world. We see also these Danish farmers, led by men who studied life rather than agriculture in these high schools, contending successfully for political equality against the aristocracy, the urban commercialist and even the proletarians.

This little English book, printed in Copenhagen, furnishes also a clear picture of these schools as going concerns. They are all privately owned, the proprietor usually being the principal or warden. They are residence schools having usually about 200 students with a small staff of three or four teachers living with the young people who come to them voluntarily. Public aid is received both by the schools and by the needy students but the state exercises no control over either. There are no formal instructional lectures, eloquence is discarded and the "living word" is depended upon as the chief means of "inspiration." Once the mind is free, it is said, once the spirit is alert, the youth will readily secure his information. Hence, these teachers deal with history

in a large way, with literature as an expression of life, with science as a method by which man has gained control over nature, and they use the folk songs as an expression of the people's spirit. They assign no lessons, impose no tests, give no credits and offer no degrees. The students, after one or two terms of five winter months for the boys (three summer months for the girls) may go on to the university, to the agricultural schools or back to the farms. Seventy-five per cent of them come from the farms (only 5 per cent from the towns and cities) and they usually all return to the farms, though these schools have not tried to make farmers of them. Denmark seems to have neither a "youth problem" or a "rural problem," these "schools of life" for the farmer having solved both problems.

The Danes are proud of these folk colleges and believe that in them they have a mission, the "great educational mission of the Northern peoples" as Bishop Grundtvig said. As yet these schools are confined to the north, about 60 of them in Denmark—only one of these in a city where the proletarians are well organized but indifferent to the institution that has made the farmer powerful. There are 52 such schools in Sweden with 4,000 students, 32 in Norway with 2,000 students and six in the United States with about 300 students. Perhaps there is here a "light in the north" for the American farmer—and citizenry. —New York Herald-Tribune.

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AMERICANISM WELL INTERPRETED BY RUPERT HUGHES

The American Legion Weekly for July contained an admirable article by Rupert Hughes in advocacy of free speech and particularly condemning the attempts that have been made by mistaken patriots all over the country to suppress it. The article should be read. We can quote here only a few of the striking sentences:

"Many of the most violent protectors of Americanism are doing their best to destroy it or make it a by-word of oppression and intolerance. I am such a lover of my country and of the liberties it is built upon that I actually think that there are good arguments for Americanism. I sincerely believe that, properly stated and properly exemplified, Americanism is based upon reasons and sentiments that can be justified without appeal to force, the gag or mob rule. I hate to think that the only proof of American principles is a brick-bat.

EX-SERVICE MEN FRIGHTENED COLLEGE PRESIDENT INTO CANCELLING SPEAKER'S ENGAGEMENT

"As late as 1926 it is actually true that a group of American ex-service men frightened a college president into cancelling the engagement of a woman who was to speak against what she calls militarism. A college professor claims that he has been investigated as a spy, and a public enemy. Pacifists are called traitors—a word which was used of George Washington once. The favorite word of abuse is 'red.' To call a person 'red' is supposed to end all argument, and amount to a sentence of imprisonment.

"Now I am as bitter against pacifism as anybody. But I have never said, never felt for a moment, that the ladies and gentlemen who disagree with me were traitors or Russians.

"There is only one liberty that deserves the name, and that is the liberty that grants even to its enemies every privilege it claims for itself. So long as we hold to that creed we can not fear time or eternity. No other Americanism is American."—National Council Prevention of War News Bulletin.

NAPOLEON AS A CORRESPONDENT

(Continued from Page 23.)

close contact with the greatest intellect that has appeared on this earth. To those wishing a study in psychology, these letters are commended, as it would be well nigh impossible to find a greater psychological enigma than that which the personality of Napoleon offers for solution.

REPORT OF COMMITTEE ON EDUCATION

(Continued from Page 19.)

tional education wherever such programs are so organized and conducted that organized labor is properly represented on national, state and local administrative advisory boards directing such educational programs.

Your committee recommends concurrence in Resolution No. 87.

URGING ORGANIZATIONS TO DEPOSIT RECORDS OF TRADE UNION HISTORY AT A. F. OF L. HEAD-

QUARTERS FOR AVAILABILITY TO

STUDENTS AND AUTHORS

Resolution No. 88—By Delegates Matthew Woll and Henry F. Schmal of the International Photo-Engravers' Union.

WHEREAS, It is important that histories, text books and other literature which have a formative influence on national life be written so as to give due weight to economic, industrial and labor developments, as well as political events, and that the panorama of history be so presented as to give a true picture of social development; and

WHEREAS, Adequate records of trade union history are essential to furnish material for this literature; and

WHEREAS, Numbers of valuable union records are now unavailable to students and authors because they are scattered among innumerable local and international unions, city central and state bodies, and private individuals, where their existence is known only to a few; therefore, be it

RESOLVED, That the Committee on Education be authorized to provide for the safekeeping of these records in American Federation of Labor headquarters and to urge all unions and individuals to send to this central repository their records of union developments, whether in the form of letters, clippings from periodicals, publications of their unions, literature for distribution, etc.; and, be it further

RESOLVED, That the Committee on Education be directed to maintain its work of examining text books for use in the public schools and conferring with authors so that it may further a fair and fully-rounded presentation of social, economic and political history; and be it further

RESOLVED, That the Workers' Education Bureau be requested to arrange for the compilation of histories of the different trade unions.

Your committee recommends that Resolution No. 88 be referred to the Executive Council.

OPPOSING LEGISLATION RESTRICTING TEACHINGS IN PUBLIC SCHOOLS

Resolution No. 98 — By Delegates Florence C. Hanson of the American Federation of Teachers and Mary C. Baker of the Atlanta Federation of Trades.

It is the understanding of the committee that there have been several pronouncements on this subject by the A. F. of L. in the past. Therefore we recommend the reference of this resolution to the permanent committee on education for such consideration and report through the Executive Council to the next convention as seems warranted. We insist on the imperative need and the right of teachers to be free to present such scientific theories, facts or opinions as are necessary to sound teaching without interference by legislative enactment.

FEDERAL AID TO RE-ESTABLISH PUBLIC SCHOOLS IN FLOOD STRICKEN AREAS

Resolution No. 99 — By Delegates Florence C. Hanson of the American Federation of Teachers and Mary C. Baker of the Atlanta Federation of Trades.

(Resolutions 98 and 99 appeared in November American Teacher.)

CREATIVE EDUCATION

Organized labor regards education as a means to a nobler and better life. It takes pride not only in the part it has played in making possible publicly supported schools, but in its progressive educational outlook. After a survey of our educational system, the American Federation of Labor believes the time has arrived for a thoroughgoing reconstruction of our educational aims, methods and curricula so as to bring them into harmony with present day life. Such a change will make it possible for our schools to function more effectively in the preparation of boys and girls for social living.

It therefore recommends to the sympathetic but critical study of individual members and of educational committees, of such modification of traditional curricula, subject matter and methods as tend toward allowing the child more individual development and toward developing in him social awareness and civic conscience.

The report of the committee unanimously adopted.

James P. Noonan, Chairman; Florence Curtis Hanson, Secretary; John H. Walker, Thos. F. Kearney, H. C. Griffin, Henry F. Schmal, Thomas Farrell, Thomas E. Burke, M. O. Van De Water, Wm. R. Trotter, A. O. Wharton, R. H. Koch, John B. Haggerty, Lewis Bowen, B. M. Jewell, Committee on Education.

A new organization, known as the American Vocational Association, meets in Los Angeles on December 17, 19 and 20, for its second annual convention.

This organization, although new in name, is old in spirit, since it results from the amalgamation of The Vocational Education Association of the middle west and The National Society for Vocational Education. Its membership consists of those interested in the vast change that has come over modern education wherein the need for a training for life employment has been recognized. It represents all of those interested in trade and industrial education, home economics education, manual arts education, foreman training, retail store training, agricultural education, vocational rehabilitation, and vocational guidance.

SOCIAL VALUE OF HOME ECONOMICS

(Continued from Page 9.)

duly criticized, for the difficulty is that they do not appreciate what constitutes a happy home and family nor do they understand the management of the family income, large or small, in order to get the most out of what they have. The same situation holds true in many cases of divorce when the wife becomes

dissatisfied or the husband is discouraged and the results are disastrous. Responsibility for such situations should be placed where it is most apt to belong—on their earlier training.

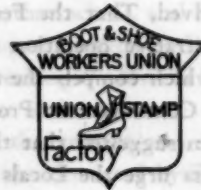
It is not unusual to read in our daily papers accounts of suicide because of despondency over ill-health or business reverses. If each case were analyzed to its source, it is probable that lack of training in the fundamentals of health or of business management may have been the real cause.

Lastly, we wish to call attention to the part Home Economics plays in the fellowship of man, in that it stresses right relationship and responsibilities not only within the family group, but each individual's great responsibility in various ways to his neighbors, community, state, and nation. Time will not permit of further discussion of the social values of Home Economics, but those discussed seem to us of enough importance to justify Home Economics as a part of every youth's public school experience. Time, money and energy thus expended are not wasted. Nothing is wasted in making the best possible citizens of our boys and girls.

Surely, our public schools should live up to their great measure of responsibility in this as well as in all other lines of instruction.

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

LOCAL NEWS

CALIFORNIA FEDERATION OF TEACHERS

The state convention of the California Federation of Teachers was held in San Francisco, October 15, 1927. There were present the officers, President, Paul J. Mohr, Local 61; First Vice President Olive Wilson, Local 26; Second Vice President Ida Barnard, Local 72; Third Vice President Celia Dahringer, Local 44; Secretary R. W. Everett, Local 31; Treasurer A. V. Wilde, Local 31; State Organizer John L. Kerchen, and delegates from Locals 26, 31, 44, 61, and 72. Mrs. Florence C. Hanson, the national secretary-treasurer was present and spoke on the American Federation of Labor convention in Los Angeles and on the increasing interest among teachers everywhere in the American Federation of Teachers. She emphasized that the only deterrent to growth was lack of funds and urged support of an organization fund sufficient to present our program to the teachers of the country.

In the afternoon committees made their reports, which, after discussion, were adopted.

The Committee on Legislation reported the following:

Resolved, That the California Federation of Teachers continue its efforts in favor of the measure permitting Sabbatical Leave, which passed the legislature at its last session.

Resolved, That, in the interest of better education, steps should be taken to bring about relief of the teachers from excessive clerical work.

Resolved, That the Locals be encouraged to undertake surveys of the local expenditure of school money to see that an undue proportion is not spent on buildings at the expense of teachers' salaries.

Resolved, That the Federation is opposed to any administrative operation of the new Minor Census Law, which compels the teacher to collect the data.

The Committee on Professional Improvement and Freedom suggested that the California Federation of Teachers urge the Locals to organize a program of professional improvement so that its members will have a working knowledge of current educational theories in terms of social, economic, and industrial life.

The committee further suggested that each Local should attempt to define and clarify the meaning of professional and academic freedom through study and research.

The Committee on Extension and Growth submitted the following:

We feel that the lack of growth in number and strength of Locals, due to apathy, is deplorable. Apparently nothing short of social cataclysm will cause the great mass of teachers to take steps looking to their own emancipation and that of the schools.

We look toward national expansion for encouragement and help. We recommend to the Locals that they help to the utmost to finance the national expansion program, as outlined by Mrs. Hanson.

We recommend that labor-unionists be stimulated to inquire whether teachers amongst their relatives are members of a teachers' local.

We think that a greater display of interest in professional problems will help to relieve teachers' unions of the stigma that they are simply a grievance committee. Every effort should be made to secure publicity for the fact that locals are concerned with adjusting the schools to the needs of present day society. The community should be kept informed of the study programs of our locals.

We recommend that each Local should see to it that its representatives to the central labor bodies are people who can establish a right co-operative attitude between the teachers and the other workers. We feel that a large part of our growth depends on this friendly attitude.

We suggest that locals join with the State Federation of Labor so that we can establish further connecting links with labor bodies. We suggest that a good live delegate be sent each year to the conventions of the State Federation of Labor. We believe that the expenses of such a delegate should be paid by the State Federation of Teachers. The delegate should secure recognition for the teachers' unions. The publicity secured by Mrs. Hanson suggests to us the usefulness of such a scheme.

We suggest that wherever possible labor classes shall call for union teachers.

We approve of the efforts of the State Organizer to secure the co-operation of labor bodies in organizing teachers' locals.

The Resolutions Committee submitted the following:

Resolved, That the thanks of this convention be extended to Mrs. Hanson for the manner in which she secured the support and co-operation of the American Federation of Labor at the Los Angeles convention. We recognize that this achievement is due very largely to her broad and sympathetic attitude to the whole labor situation.

It is the sense of this convention that our Legis-

lative Committee should be on the alert regarding the impending investigation of the actuarial committee on teachers' retirement fund, as provided by the last legislature.

Resolved, That the thanks of the convention be extended to Local No. 61 for their kind hospitality and entertainment.

The Treasurer's report showed a balance on hand of \$864.00 as against \$791.00 last year.

Miss Wilson moved and it was seconded and carried that the State Federation appropriate \$108.00 as California's share of the April American Teacher.

All of the officers were re-elected for the ensuing year.

Miss Moodey, Local 72, reported the convention of the American Federation of Teachers.

A dinner and program was enjoyed by the delegates at the Hotel Stewart. Mrs. Hanson was the speaker of the evening. She gave a very able address which her hearers hope she will publish in an early number of *The American Teacher* so that all the members may enjoy it.

R. W. Everett, State Secretary.

Katonah, N. Y.—Brookwood Labor College opened for its seventh year here October 17. Forty-two students, representing 14 trade unions, are enrolled from 13 states and Canada. There are 8 textile workers, 5 miners, 4 railway carmen, 6 garment workers, and 2 bakers, besides auto mechanics, cap makers, machinists, shoe workers, upholsterers, hotel workers, and tailors. Fifteen young women, including two colored girls, are among the students.

The curriculum for the eight months term includes economics, American and foreign labor history, trade union organization and finance, sociology, psychology, government, current events, public speaking, English, journalism and labor drama.

Tom Tippet, formerly in charge of educational work for the miners of Sub-District 5, Illinois, is to teach Economics at Brookwood this year. David J. Saposs, instructor in trade union organization and finance, has just returned from a year's leave of absence in France, where he made a study of the post-war labor movement. Other faculty members include A. J. Muste, chairman and instructor in foreign labor; Josephine Colby, English; Arthur W. Calhoun, sociology and government; Helen G. Norton, journalism; and Jasper Deeter, public speaking and labor drama. The Brookwood teachers are organized in Local 189, A. F. T.

The Wisconsin State Federation of Teachers held its annual meeting in Milwaukee at the City Club, November 3. The following officers were elected: President, Neal Billings, Milwaukee State Normal College, Local 79; Vice President, Mary Binn, Milwaukee State Normal College, Local 79; Secretary-Treasurer, Leta Nelson, Madison, Local 35. Secretary-Treasurer Hanson from the national office was present and outlined the work of the past year and made suggestions for future activity. A program of action for the coming year was adopted. It was decided to invite distinguished members of the American Federation of Teachers to address the Wisconsin State Federation of Teachers. Among those invited are Joseph K. Hart, University of Wisconsin, author of *The Discovery of Intelligence*, *Adult Education*, etc.; Harry A. Overstreet, College of the City of New York, author of *Applied Behaviorism*, and Jerome Davis, Yale University, author of *Business and the Church*.

THE FOURTH OCTOBER CONFERENCE TEACHERS' UNION, CITY OF NEW YORK

The fourth October conference was held at the Hudson Guild Farm, Netcong, N. J., on Friday, September 30th, and Saturday and Sunday, October 1st and 2nd. The full capacity of the farm was again required to house the guests. One hundred and forty persons were in attendance.

Five sessions were held. On Friday evening "Developments in Modern Education" were discussed by four speakers. These speakers were Miss Ruth Gillette Hardy, on the Locarno Conference; Miss Rebecca Shapiro on the Manumit Summer School; Miss Rose Davidson, principal of P. S. 61, Manhattan, on the experimental classes in that school, and Dr. William E. Grady, district superintendent in Brooklyn, on "Where Is the Crust Breaking?" Mrs. S. S. Goldwater was chairman of the session.

On Saturday morning the subject was "Democracy in the Schools." It was discussed by Professor William C. Bagley, of Teachers College, and Dr. Henry R. Linville. In the absence of Dr. Walter L. Herve, Dr. Louis Marks was chairman.

On Saturday afternoon, "Round Tables" were conducted by Professor William H. Bridge, of Hunter College, Dr. Abraham Lefkowitz, Dr. Benjamin C. Gruenberg and Mr. William F. Roantree. This new feature of the October Conference was very successful.

On Saturday evening the subject discussed was

"Adjustment and Uniformity in Education." The speakers were Professor William H. Bridge of Hunter College, and Dr. Arthur E. Perry, district superintendent in Queens. The chairman was Professor Harold O. Rugg, of Teachers College. In the evening Miss Harriet F. Hale of Morris High School, entertained the conference with songs, accompanied by Mrs. Donald Smith. Dr. Alexander Fichandler principal of P. S. 189, Brooklyn, played several piano selections.

On Sunday morning the subject of Character Education was discussed by Bishop Paul Jones, of the Fellowship of Reconciliation, and Mr. Joseph Jablonow. Dr. John Lovejoy Elliott was chairman.

The weather throughout the sessions was perfect for the purpose in hand, although a little warm for October.

The tone of this conference was perhaps a trifle more settled and habitual than the previous three. As a consequence the technic was smoother, and possibly a little more effective. Still the old spirit of Local 5 was alive and operating. We may rest assured that we have a medium for live discussion and a source of influence of which we should be proud.—*The Union Teacher.*

WOMEN TEACHERS LAUD MISS ROBINSON'S WORK AS SCHOOL LIBRARIAN

Takes Definite Steps to Canvas Salary Question

The Federation of Women Teachers held a well-attended meeting on Monday, October 31, at 4:15 p. m. in the club rooms of the federation. Two matters of importance divided the attention of the meeting.

After a presentation of the salary situation by four members selected by the Board of Directors, followed by a general discussion participated in by members from the floor, there was a unanimous vote pledging the members to support an all-teacher movement for a study of the cost of living in relation to teachers' salary schedules.

This action of the federation completes work begun last spring in co-operation with the Federation of Men Teachers. It is planned that the work, in which the Principal's club is asked to join, shall be done through a central committee.

COMMENDS MISS ROBINSON'S WORK

There was also a unanimous vote of appreciation of the work of Miss Elizabeth Robinson as head of the school division of the Public Library and a com-

mittee of three appointed to organize a campaign to bring all the teachers of the city to the support of a movement to retain Miss Robinson in the library service.

Active co-operation with the Public Library is a part of the educational program of the federation. Quoting from the Great Survey of the School System of St. Paul, Minn. (1917), under the direction of Dr. George Drayton Strayer, of Columbia University, the attitude and policy of the federation toward the library is set forth.

"This close relationship and co-operation between the schools and the library seems to members of the survey committee to be more than justified by the splendid co-operation which exists between the schools and the library.

TEACHERS' INTEREST IN LIBRARY

"The High School Teachers' club, the Principals' club and the Grade Teachers' federation (now the Federation of Women Teachers) have each devoted time to the consideration of library questions and the last named organization has a standing library committee, publishes library notes in its Bulletin, and has appropriated money from its treasury for the purchase of books and pictures of special use to teachers in the elementary schools."

St. Paul Federation of Women Teachers issued an "Ask Me Another" bulletin to its members in preparation for its first meeting of the school year.

The meeting was held at the federation club-rooms at 328 Cedar St., on Monday, Oct. 31, at 4:15 p. m.

Chairmen of committees answered inquiries regarding the credit union and group insurance plans operated by the federation. Four members, Miss Alice Hosmer, Miss Mary McGough, Miss Florence Rood and Miss Flora Smalley reported on points related to the much discussed salary question.

The activities of the federation for the year are in charge of the president, Miss Genevieve Hopkins; the treasurer, Miss Maud Gearing; the secretary, Miss Mabel Malvey, and the board of directors, consisting of the Misses Eleanor Bauer, Gertrude Chapin, Mabel Coulter, Lillian Cornelisen, Mary McGough, Marie Moreland, Evangeline Rouse and Eunice Witham.

The club rooms of the federation at 328 Cedar St. are now open and available for social as well as the business affairs of the organization.

HOW WOODBURY (N. J.) TEACHER, ATTACKED BY LEGION AND S. A. R., WINS VINDICATION

On March 2, 1927, posts of the American Legion and Sons of the American Revolution in Woodbury, N. J., sent identical letters to the members of the Board of Education, asking for the dismissal of Mrs. Rachel Davis DuBois, teacher of civics in the Woodbury High School, on the ground that she was "a dangerous person in the community," that she was a member of the Women's International League for Peace and Freedom, "a radical organization," and was alleged to have said, "We are very radical, but must keep our aims submerged and try to get them across under the guise of education."

PROTECTED BY NEW JERSEY LAW

A member of the Board of Education thereupon visited Mrs. DuBois in her home and asked her to resign quietly. Mrs. DuBois writes, in response to our inquiry:

"I asked him if the Board had anything against me as a teacher or as a person, and on being told 'No!,' that it considered me one of its best teachers, I told the Board member that I then considered it my duty *not* to resign but to claim the protection of the New Jersey State Teachers Tenure of Office law."

The law referred to guards teachers from dismissal except on charges. Nevertheless, in the days that followed, Mrs. DuBois's fellow-teachers were re-elected but her reappointment failed to occur. Various false rumors about her began to be circulated in the community. Finally she wrote the Board asking for a public hearing. The President of the Board very promptly called upon the Legion to supply the questions for the hearing.

LEGION, UNABLE TO PROVE CHARGES, WITHDRAWS

The Legion met to consider the situation in which it now found itself. It could prove no charges. Mrs. DuBois flatly denied having made the statement they had attributed to her. So the wiser members of the post sponsored and passed a motion requiring the vote of the whole post on each question and the post voted to drop the matter.

THE EVIDENCE AND ITS REFUTATION

No hearing was held. Mrs. DuBois was shown the evidence that was now before the Board. It was from three sources. Mrs. Lucia R. Maxwell, under date of May 4, 1927, had written from the national headquarters of the League of American Pen Women:

"At the Women's International League Conference, April, 1922, Grace Dodge Hotel, Miss Mary Winsor moved that it (the so-called "slacker" oath) be made a test of membership, and Mrs. Rachel Davis DuBois of New Jersey spoke in favor of the oath or pledge (see official minutes of Convention page 8)."

Dorothy M. Washburn had written from the headquarters of the committee known as the Massachusetts Public Interest League in Mrs. Robinson's absence:

"The remarks quoted on page 9 of our pamphlet of the Youth Movement by Rachel Davis DuBois were made in a talk with Dr. Harry Laidler, ex-secretary of the League for Industrial Democracy, in June 1923. . . . It is possible that Dr. Laidler would recall his conversation with Mrs. DuBois."

The Military Order of the World War had participated in the attack on general principles but with nothing in particular to contribute.

The refutation was swift and sure. Mrs. Maxwell was disposed of by the fact that Mrs. Rachel Davis DuBois was not present at the Convention named. The Mrs. DuBois who was there promptly telegraphed the Board and established the alibi. The Massachusetts Public Interest League and its pamphlet were disposed of by a rather severe letter from Dr. Laidler, not only denying recollection of any such conversation, but going on to excoriate the eavesdropper for the Public Interest League who had tried to make capital out of a private conversation, overheard—and misunderstood—four years previous. This but confirmed the earlier denial of Mrs. DuBois.

MRS. DUBOIS IS RE-ELECTED AND PUBLICLY EXONERATED

The facts in the case being thus established, Mrs. DuBois was re-elected—but without the customary increase of \$100 in salary—and the Board gave to the Philadelphia press, which had reported every move in the affair, the following statement:

"After a careful consideration of the matter pertaining to Mrs. Rachel Davis DuBois, the Board feels that, while the evidence, as at first submitted, seemed to be of sufficiently serious character to arouse the interest and investigation of loyal American citizens, the Board is not justified in declaring Mrs. DuBois to have been actuated by unpatriotic motives, nor to have been guilty of conduct unbecoming a teacher."—National Council for Prevention of War News Bulletin.

American Federation of Teachers

327 S. La Salle Street
CHICAGO, ILL.

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



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

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

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

Our Slogan Is:

Democracy in Education: Education for Democracy

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