

Democracy in Education

Education for Democracy

The American Teacher

THE ORGAN OF THE AMERICAN FEDERATION OF TEACHERS

SOUTHERN NUMBER

AMBITION is the emphatic demand of the human spirit for self-expression and self-realization by achievement; therefore, we severally aspire to excel in Art, Science, Letters, Business, Sport, Politics and Pleasure.

Whether we appear to succeed or fail, the object of Nature—self development—is served.

And when the excellence attained is dedicated unreservedly to the service of humanity, achievement has reached the peak of its possibilities.

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A VISION OF THE FUTURE

Awake! Awake! The stars are pale, the East is russet gray;
They fade, behold the phantoms fade, that kept the gate of
day;
Throw wide the burning valves and let the golden streets be
free;
The morning watch is past, the watch of evening shall not be.

Among the grassy mountain paths the glittering troops
increase;
They come! they come! How fair their feet—they come that
publish peace!
Yea, victory! fair victory—our enemies and ours,
And all the clouds are clasped in light, and all the earth with
flowers.

Put off, put off your mail, ye king, and beat your brands to
dust;
A surer grasp your hands must know, your hearts a better
trust;
Nay, bend aback the lance's joint, and break the helmet bar—
A noise is on the morning winds, but not the noise of war.

Ah! still depressed and dim with dew, but yet a little while,
And radiant with the deathless rose, the wilderness shall smile,
And every tender living thing shall feed by streams of rest,
Nor lamb shall from the fold be lost, nor nursing from
the nest.

For aye, the time of wrath is past, and near the time of rest,
And honor binds the brow of man, and faithfulness his
breast—
Behold the time of wrath is past, and righteousness shall be,
And the wolf is dead in Arcady, and the dragon in the sea.
—(Written by John Ruskin in 1865, but not published
until many years later.)

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A WORD OF CHEER FROM COLORADO LABOR

Denver, Colorado, January 26, 1928.

MRS. FLORENCE CURTIS HANSON, Sec-Treas.

AMERICAN FEDERATION OF TEACHERS,
CHICAGO.

DEAR MRS. HANSON:

Permit me to congratulate you on the splendid
appearance of the AMERICAN TEACHER, particularly
the January issue. The leading article by John Dewey
can well be considered one of the strongest arguments
for union membership ever presented.

The labor movement is gradually coming to the
realization that teachers' unions are a valuable asset
to the movement, and through the AMERICAN
TEACHER this fact is being driven home with forceful
editorials and news matter.

More power to the AMERICAN TEACHER.

With best wishes for the success of your move-
ment, I am

Sincerely and fraternally,

EARL R. HOAGE, President,
Colorado State Federation of Labor.

The American Teacher

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MARCH, 1928

Two Dollars a Year

Message To the Teachers of America

By C. E. PHILLIPS

A Former President of Atlanta Local 89

Though I left the somewhat "Select Few" nearly two years ago, and though I am now doing business under a shingle of "Real Estate Investments," I claim to be neither a "tired" nor a "retired" teacher. If anything, I am studying the game more closely now, and from more angles, than ever I did when I was a fighter in the ranks with you. While still a teacher in spirit, it is as a patron of the Public Schools and as a member of the great big economic world that I address you. I am one of those "City Boosters," and one of those fellows who, when the time comes around, wish that they didn't have to pay taxes; and yet, I am one of those fellows who would not move into a community where they didn't have to pay taxes. I believe in the great Industrial World and all that it means. I believe in the great and liberal Duke University—the foundation of which was my Alma Mater. But our hearts and souls are in that greatest, biggest and best of all our public institutions—the Public Schools. Here lies our salvation or the reverse. Left to us (the public) alone they might prove our destruction. Left to us with wise leadership, they are sure to prove our salvation. When School Boards ask us for bonds for new buildings and expensive equipment, we vote them almost without murmur or complaint. Then we take great civic pride, whatever that means, in pointing out and boasting of our fine system of schools. Yes, we even vote our superintendents large salaries, and boast of the fact that we have a "large" man. All of these things are necessary.

But what about those "large" teachers—even that "\$2,000 minimum," which I hear you talking about? The public is finding that too much of the emphasis is being put at the wrong place. These fine physical plants are only shells to be used or abused. We are becoming more and more interested in the program of our schools. We want something that we are not getting. What that something is, you know better than we. We want a little education ourselves, an education that comes not so much from Boards of

Education and from Administrators—for they are not of us a part—but an education and leadership that comes from the genuine work-a-day experiences of those who actually use our buildings and our equipment. We want to hear from you because our children live with you, and because you are trying to do for them what we ourselves can not do. There is something that we would do for you, but you must show us the way. We would rather put more in you for a while, and less in elaborate materials, if necessary, for, as a wise Southern leader, who was congratulating his Alma Mater upon being the recipient of a Million Dollar addition to its Endowment Fund, said: "I thank God that not one cent of this money can be put into buildings and equipment, for after all, it is far better to have one real teacher teaching in a cow-shed than to have a thousand pigmies prattling in a palace."

Yes, in my new business, I am feeling the pulse of the public as it never came to me before, and I can most assuredly say that the large majority of the people are willing to pay the price if the situation were presented to them in the right way. This means that we need a new and more vigorous type of leadership in the educational world. And from my own observations and experiences as a school man and as a man in business, I may say that I am convinced, beyond shadow of reasonable doubt, that this new leadership can come only through proper educational programs conducted by Teachers' Organizations. They are doing it in New York. They are doing it in Atlanta. They are doing it in St. Paul. It can be done anywhere where the classroom teachers are willing to clothe themselves with a definite program of truth, quit being "fraid cats," and acknowledge themselves the workers, or laborers, they surely are. The powers that be, or that (may) be, may fight you in the beginning, but if you are right and you work along the right lines, using a reasonable amount of tactful determination and perseverance, the time will soon come when they will say, "Me too." But you will have to take the initiative and bring this

thing to pass. You will have to reverse the idea so many teachers have, that "Flattery sits in the parlour, when plain-dealing is kicked out of doors," and bring about the time when plain-dealing will sit in the par-

lour. When that time does come the children of the land will come into their own, you will come into your own, and the public will come into its own. What will you do about it?

The Atlanta Public School Teachers Association

By MARY C. BARKER,

Formerly President of Atlanta Local 89 and President of the American Federation of Teachers

In December, 1905, the white teachers of the Atlanta public schools organized as the Atlanta Public School Teachers Association. The objects set forth were: "first, the promotion of the cause of education, second, the protection of teachers' interests, and third, the cultivation of social intercourse among the members." Since then our constitution has been revised three times, but those "objects" still comprehend the purpose of the Association as a professional group. Our rules state those purposes now in greater detail, and important additions to our interests and objectives have come through later affiliations.

This organization formed in 1905 was not the first effort the teachers of Atlanta had made. Several times they had tried to organize and had failed. A few years previously they had formed a society the chief purpose of which was to begin to accumulate a retirement fund. It soon became evident that this undertaking was too great for such a small, poorly paid group, so they disbanded, the money in the treasury being prorated back to the members.

But the feeling persisted that the teachers ought to have an organization through which they could work collectively for the improvement of school conditions. The result was the action of December 2, 1905.

In 1911 the constitution was revised in two important particulars: a statement concerning professional ethics was adopted, and provision was made that 60 per cent of the one dollar dues should be set aside as a "Sick Benefit Fund," which is now called the "Relief Fund."

In January, 1919, the constitution was again revised in the interest of more democratic procedure in the Association itself. Members generally had become interested in the affairs of the Association and wanted to take a hand in directing its activities.

The next year found us affiliated with the American Federation of Teachers and with the Atlanta

Federation of Trades, necessitating another revision of the rules.

FAITH, COURAGE AND VISION PERSIST

Up to the period of the World War and the year immediately following, the Association was not an altogether popular institution among the teachers, but there was a group of people of faith and courage and vision who continued to cultivate the idea, and through those first ten years the idea was steadily making progress.

From time to time the Association asked the Board of Education or City Council or both, as the case might be, for specific improvements in working conditions, in salaries, in educational standards, in teacher training. Sometimes the effort was successful, sometimes not. Lecturers were brought to the city to give us the best in educational thought. The Association was building up standards, was developing morale and professional pride and recognition, without which later and more spectacular accomplishments would have been impossible.

Our affiliation with Labor was an interesting episode. The Labor people in Atlanta had advocated it for years. Back in 1910 when the salaries of teachers were less than they had been in 1871 (see the records) the *Journal of Labor* had this to say: "In suggesting to the Atlanta public school teachers that they affiliate with the Atlanta Federation of Trades we offer them something more than a friendly interest, for we offer to them the earnest and dignified effort of the very people who are more interested in a well taught school by a well paid corps of teachers than any class of people in the city. . . . The Atlanta Federation of Trades believes in sufficient pay for efficient work. But it believes that the trend of the times makes it impossible to meet present day conditions single handed, and thus it organizes—and holds out a helping hand to others who organize. . . . Should the teachers form an organization and seek affiliation with the Atlanta Federation of Trades the salary question will be greatly simplified."

At this time the Federation of Trades was waging a tireless but difficult campaign for an increase in teachers' salaries. Another editorial said: "No one realizes any more the truth of the old adage than does the laboring man, 'A thirty dollar teacher—a thirty dollar boy, a hundred dollar teacher—a hundred dollar boy'."

The Teachers Association must have done some good work that year itself for in December the editor in talking again about the salaries of teachers wrote this significant paragraph: "But the school teachers of Atlanta are learning the value of cohesive organization, of the power that lies in concerted action, done in intelligent manner, with the policy of 'one for all and all for one' to keep them in line. This organization has come out boldly and asks for a living wage. They are circulating petitions urging the citizens to espouse their cause. They are enlisting the services of some of our most prominent citizens in their behalf and the work being done will bear fruit."

SCHOOL SYSTEM SAVED

During the war when everything except salaries came high, when teachers were answering the call to war work, and the increased opportunities in business were drawing them by the hundreds to larger pay, the teachers of Atlanta became alarmed for fear that the system would go to pieces. They asked for a new schedule of salaries, and later, for a considerable increase in salaries.

A new board adopted a new schedule. It did not have the money to put it into effect except for the smaller salaries. The Association never stopped its insistence until that schedule was in effect throughout the system. In addition, with the board approving but unable to supply the money, the Association went to the City Council and got an appropriation for a flat increase of thirty dollars a month for elementary teachers and twenty dollars a month for high school teachers.

This accomplishment followed months of activity during which the body was considering affiliation with the American Federation of Teachers. There is no doubt in the minds of many of us, perhaps the majority, that the activities of the Atlanta Teachers Association at this period saved the Atlanta school system from collapse.

The Atlanta Federation of Trades was right by our side at this time, though we had not yet applied for affiliation with them. When Mr. Jerome Jones

spoke for us before the finance committee of the council in December, 1919, asking that the committee recommend to the incoming council in January that our request be granted, he said, "These people (the teachers) are near kinsmen of ours." He there served notice that we were a part of Labor and as such Labor was backing that particular request of the Atlanta Public School Teachers Association, Local Number 89 of the American Federation of Teachers. Shortly our delegates took their places in the Atlanta Federation of Trades.

Ever since that day in May, 1919, when we became a part of the American Federation of Teachers the Teachers Association has been a popular institution among the Atlanta teachers until today 90 per cent of the teaching body is included in its membership. "The feeling of helplessness that the teachers had had in years past had been overcome," is the way one prominent member of the Association expressed it. They had awakened to their own responsibility, they had sensed the value of team work in securing better conditions, they had developed a stronger professional interest, and that interest, that same member pointed out, is carrying over into a widening horizon of educational and social vision. She said further, that the fact that the teachers' organization had taken a stand for higher qualifications for teaching had increased the professional pride of the teachers, and that in turn had been an incentive to them to acquire further training and greater efficiency.

TENURE LAW SECURED

At the annual election in June, 1921, one of our principals was deprived of her position without any reason being given for that action. The Association voiced its protest against a teacher's being treated in that way. We asked that the principal involved be given a statement of charges and that she be allowed a hearing and the opportunity to defend herself. The board refused the request. We could not take legal action because technically the teachers in Atlanta had no position. They were elected from year to year, and when a year was past they had no position unless the board chose to elect them again. The board claimed that in this case they merely failed to re-elect, and we had to accept that interpretation.

The Association went to work immediately to get a tenure law into effect. We presented to the board a plan and asked them to adopt it as a part of their rules. In the meantime the Federation of Trades had pledged itself to assist us in getting such a law.

A charter revision campaign was on in the city and the Federation of Trades worked from that angle. The committee of the board to which our plan had been referred seemed unable to report favorably on our request without conditions to which we were unwilling to consent. So we dropped the matter with the board and accomplished our purpose through charter provision.

In evaluating its accomplishments, the fact must not be overlooked that the Association has won for the teachers the recognition of their right to a voice

in the conduct of the schools. This did not come in a day. By patient endeavors through many years this state of affairs has come about, and it must be true that Atlanta's comparative immunity from friction between the Board of Education and the Superintendent on the one hand and the principals and teachers on the other, has in large measure been the result of the cultivation of cordial relations and co-operation that the Teachers Association has always fostered as a desirable condition under which to work and as essential to the success of the schools.

The Relation of the Atlanta Public School Teachers Association To Organized Labor

By JEROME JONES

Editor, The Journal of Labor

That the public school teachers of Atlanta might recognize the natural bonds existing between them and organized labor and line up with labor in a common devotion and united effort has long been the keenest desire of my life. I spent many earnest years trying to bring to fruition this fond dream. And to see our teachers almost unanimously organized under strong leadership, to see them espouse the union cause, pledge themselves to its ideals and join heartily in its fights,—to see the teachers take their seats in the Atlanta Federation of Trades with all that membership in that body implies was a happy day in my life.

It was a happy one for labor and a notable one for the teacher, too. The affiliation of the teachers with groups of workers thought to be so unlike their own was at first fraught with considerable misgivings. In fact there was no little hesitation and some opposition. But ten years of affiliation in harmony and good feeling have proven false such misgivings and only the most conservative teacher now stays outside the organization on account of her opposition to the union. All, incidentally, accept the benefits that affiliation has brought.

VITAL PART OF LABOR MOVEMENT

To discuss, therefore, the relation of the Teachers Association to organized labor is, for me, a most delightful privilege and I approach it with the same pleasure as a child recounting a beautiful dream come true. I must beg to qualify the subject somewhat, however, lest my readers get the impression that I am trying to discuss the relationship of two separate organizations. That is not the case. To be sure the teachers' organization is in a sense an independent body making its own constitution and choosing its

own officials. But discussing its relation to organized labor is like describing the relation of a part to the whole.

The Teachers Association of Atlanta is in fact, in spirit and in purpose a part of organized labor here in Atlanta. Local No. 89 has been for the last eight years just as much an integral part of labor as have the printers' or the carpenters' locals. The young in the movement and having many things to learn that only experience can teach, the teacher has actively identified herself with labor and entered heartily into the activity of labor taking the same responsibility as any other local. The association maintains a strong delegation in the Federation of Trades which attends regularly and enters actively into the discussions and actions of that body.

NEW BLOOD IN LABOR RANKS

Their affiliation with labor has meant much to labor. It has brought to the ranks of organized labor one of the largest and strongest influences in the city. It has in addition brought to organized labor new blood and new leadership. The delegates to the Federation of Trades evidenced early not only a keenness of appreciation but ability of leadership that were early recognized. The Federation has come to recognize this and scarcely an election takes place but that some delegate from the Teachers Union is chosen to some office. Whether vice-president of the Federation, secretary, or committeeman the teacher has performed her part with enthusiasm and efficiency. The Federation's delegate to the A. F. of L. last year was a teacher. The affiliation, therefore, has brought not only strengthened membership and increased dues but has brought a higher morale, a splendid type of

worker and a high order of leadership. Their contacts have broadened the views and sharpened the sympathies of other members of the labor group.

This affiliation has meant much to the teachers themselves. It has meant an increase of salary of more than 50% during the past ten years in addition to many other benefits not enjoyed by teachers in other cities. It has brought dignity to the profession. It has established respect in the community and it has stimulated a public interest in public affairs that has enabled the school department to make many reforms. It has enabled the schools to shape their educational aims more in line with the individual needs and responsibilities of the children rather than clinging to the old type of formal mass education. Then, too, the relationship and the contacts that have come from such relationship have given the teachers a broader view of the union movement and a deeper insight into its real significance. They are beginning to find more and more that their problems are common to those of the worker in every field. The same forces that seek to keep labor unorganized, to depress wages, etc., are the same forces that try to keep down appropriations for schools. Capital is slow to see the economy of educating the masses and finds that the easiest way to prevent their education is to keep school appropriations at a starvation minimum. Teachers are beginning to sense this and are being drawn closer and closer to the union. This fact has, in turn been helpful to labor as the teacher in her

classroom necessarily becomes fairer in her teaching toward the union principle.

INTERESTS OF CHILDREN PROTECTED

These two groups which are now but part of a whole group have worked together harmoniously and vigorously in protecting the interests of the school children and in other civic affairs such as bond issues, public improvements, civic reforms and other enterprises of a public nature.

Before undertaking a proposition or inaugurating a policy that involves labor or in which it might become interested the teachers consult the officials of the Federation and together they map out a plan of procedure or agree upon a policy. Such was the case in the adoption of this year's school budget when the president of the Federation largely directed the efforts of the teachers.

I would not imply that all problems of relationship have been settled nor that every teacher is fully committed to the organized labor idea nor that every other member of the union appreciates fully the strategic position of the teacher. Time will be necessary for this. Meanwhile contacts are being increased. Leaders among the teachers are meeting with other locals and leaders from the other locals reciprocate by meeting with the teachers. Thus the relationship is being cemented through personal acquaintance, understanding of each other's viewpoint and an appreciation of their common problems.

The Atlanta Public School Teachers Association and the Board of Education

By W. W. GAINES,

*Formerly President of Atlanta Board of Education and For Eight Years School Commissioner
From the Third Ward*

Our Atlanta public school teachers years ago organized into an association. It has its proper offices and its declaration of purpose. It is but natural that these teachers should organize. Not only that but it is exceedingly wise that they should do so.

The public school teachers have four principal relationships: To themselves, to their pupils, to the public, and to the Board of Education and the school administrative officers. The teachers can serve in every one of these relationships better by being organized.

The Teachers Association is rendering a service to the Board in standing for scholarship, efficient service, and high moral character on the part of the

teachers. In every stand that the Board of Education has taken for a higher standard of scholarship on the part of Atlanta's teaching staff it has had the support of the Teachers Association. It has been one with the Board in its effort to keep unprepared teachers out of the system and to get rid of the unfitted within the system; and to see to it that entrance into the system is based wholly on capability and not at all on political influence.

The Teachers Association co-operates with the Board of Education in sympathetically communicating to the body of teachers the Board's attitudes on questions that come before it. The Teachers Association always has certain of its members in attend-

ance upon Board meetings. These members hear the problems discussed, become familiar with the arguments on all sides, and see the reasons which led the Board to its final conclusions. They are hence in a good position to sponsor the Board's position before the teachers in their meetings. This they invariably do, and with good results. The teachers have confidence in the high purposes of the Board of Education; and this contact that is had between the teachers and the Board, as above indicated, is of the highest good.

One of the greatest ways in which the Teachers Association aids the Board of Education is in its advocacy before the people of Atlanta of an adequate financial support for the public school system. It does this by means of articles in the daily newspapers, by addresses before parent-teacher associations and civic organizations, and by interviews with public officials and leading citizens. The Teachers Association, directly and indirectly, is easily the leading force in the city in arousing public sentiment to a proper support of the public schools. The beautiful

thing about this advocacy on the part of the Teachers Association is that it is not a purely selfish position on its part. The Association has uniformly and consistently argued for a proper support for the school system as a whole, for the maintenance and operation departments of the system as well as for its instructional department. Every forward step that our school system has been able to take during the eight years that I have been observing the system has been with the active assistance of the Atlanta Public School Teachers Association. In thus serving the Board of Education the Teachers Association is also serving the people of Atlanta.

The Teachers Association, too, rightly interprets its work. It has always been co-operative and sympathetic and never dictatorial. A Teachers Association formed for a wrong purpose and acting along wrong lines would be very hurtful. Our Atlanta Teachers Association has every good point and no bad points. It is one of the greatest helpers that our Board of Education has or could have.

The purpose of schools is to furnish the succeeding age with men qualified to serve the public.—
Benjamin Franklin.

KIND WORDS FROM ABROAD

18 Johns Road,
Prospect, South Australia,
December 13, 1927.

The Editor,
"The American Teacher"
Chicago, U. S. A.

Dear Sir:

I have to thank your good self or some other kindly disposed person for a copy of the New York Number of the TEACHERS' JOURNAL for November, Vol. XII, No. 3.

I was very pleased to get it and keenly interested to read the budget of news contained therein.

Not the least interesting is the report of your Committee on Education, Page 10, and your Editorial and subsequent articles on pages 20 and 21, etc.

I do like the buoyant spirit. It's good to read Democracy in Education and Education for Democracy. I'm 28 years a Trade Union Secretary, and know good stuff when I see it. May your Union and its "Organ" prosper.

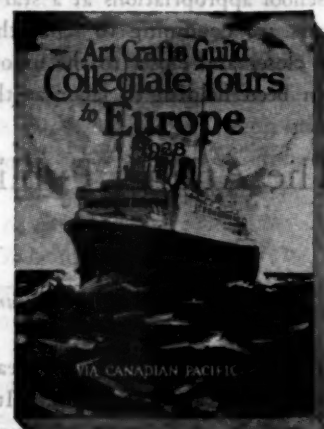
My simple and sincere thanks for sending me your paper. I'll pass it on.

Best wishes for a Merry Xmas and Happy New Year.

Yours sincerely,

ARCHIBALD McINNES.

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ART CRAFTS
GUILD TRAVEL BUREAU
Dept. 520, 510 North Dearborn Street, Chicago, Illinois

Relation of Superintendent to Teachers Association, Atlanta, Georgia, Public Schools

By WILLIS A. SUTTON,
Superintendent of Schools

To say that the present Superintendent and his two immediate predecessors were members of the Association and officials in that Association should speak volumes as to the attitude of the Superintendent toward the Teachers Association. The present Superintendent had the honor of being selected as president of that organization. Mr. Dykes, my immediate predecessor, was also president of the Association. Two of the three Assistant Superintendents were active members in the Association until their election as Assistant Superintendents. The third had not previously been in the Atlanta system and, therefore, had no opportunity of becoming a member.

While the Board of Education has not officially recognized the Teachers Association as a union it has on several occasions allowed the Association's representative to appear before it to advocate or oppose proposals before that body. The Board did, however, adopt a salary schedule submitted by the Association.

RIGHT TO ORGANIZE RECOGNIZED

The Superintendent officially and personally has always held the view that teachers had a right to form an Association, that they had a right to bind themselves together to promote their own welfare and for other worthy interests. Since becoming Superintendent I have not altered my views in this respect. I may not have always agreed with the officials of the organization and I may have thought that some of their actions were unwise yet I have never felt that the teachers had no right to express themselves upon the problems in which they are so vitally interested.

My relation as Superintendent with the Teachers Association has been cordial and on the whole productive of much good. During the present scholastic year while the schools are operating under very trying circumstances the Teachers Association has actively interested itself in upholding the school program and securing larger appropriations for the schools. They have also done very splendid work in presenting the cause of the schools to the public.

At the beginning of every year and frequently during the year throughout my whole eight years of office as Superintendent I have urged the teachers

to join the Teachers Association. I have also, at the request of the Teachers Association, issued instructions that no normal or general meetings of the teachers be scheduled so as to conflict with the general meeting of the Teachers Association.

SCHOOL SUPPORT APPRECIATED

Until a few years ago there was in our school system an organization known as the Advisory Committee. This committee was made up of the supervisors and representatives of the teachers. The idea was that before any change of policy of a radical nature was put into effect the Board of Education might refer said proposal to the Advisory Committee for study and report. This committee rendered very valuable service and filled a real need, but with the strengthening of the Association the work of the committee became narrower and narrower until finally it became evident that both the teachers and the administration could function better through the officers of the Association itself.

In speaking of the relation between the Superintendent and the Teachers Association I must express my appreciation for the influence for better schools support that the teachers have rendered through their organization. The organization has made of the teachers an influential factor in the city. It has elevated the dignity of the profession. It has, through its contact with other organizations and through its various affiliations, with the Atlanta Federation of Trades in particular, brought to the support of the schools a large and influential clientele.

SYMPATHY WITH ASSOCIATION

I believe that the cordial relationship that has existed is due, first, to the fact that the Superintendents, being former teachers and members of the Association, have the teachers' viewpoint and are sympathetic with the Association, and second, because the teachers through their official representatives have been men and women who have had the best interests of the entire school system at heart.

Personally I can hardly conceive of a school system where teacher and Superintendent cannot feel perfectly at liberty to discuss with each other the problems that affect the child provided two important principles are kept in mind; first, the teacher must

realize that the Superintendent is the chief executive officer of the school and is, therefore, responsible for the administration of the school and, in a large part, for the formulation of the policies that govern the school and as such the teachers are due to give him that measure of loyalty and co-operation that the

highest code of professional ethics commands. On the other hand, the Superintendent must realize that the vital unit in a school system is the teacher and that the Superintendent must be loyal to her and grant to her the freedom that he would have her cultivate in her pupils.

The Technique of the Job

By W. J. SCOTT

Ex-President Atlanta Local 89, Vice-Pres. A. F. T.

In a meeting of a Central Labor body a little while ago a delegate from one of the most powerful unions in that section of the country was reporting under the head of "state of trade." He was speaking of the success of a recent campaign his local had been through to secure a slight increase in wages and improved working conditions. In the course of his report he made this very interesting and significant remark: "What we got is not exactly what we asked for. But we learned long ago that the safest and the surest way to rise is by the give-and-take method. The day has passed when you can force people to do things; co-operating is the way it's done now."

"They'll never get it that way. It takes a lot of fuss and noise to put over a thing like that." The person to whom a citizen made the remark agreed that success in such undertakings requires a great deal of clamor. The next afternoon, however, the two citizens might have read the story of the adoption of the new salary schedule for teachers in the public schools of Atlanta by the Board of Education without one negative vote.

FAIR AND JUST TO ALL

In both of the cases cited above are illustrated the methods that the Atlanta Public School Teachers Association uses in reaching its objectives. We agree with the delegate quoted above that the most effective and permanent work of the nature that the locals of the American Federation of Teachers find it necessary to do is not and can not be done by the use of coercive methods. The most lasting steps forward that the Labor movement has made have not been the result of methods involving ultimatums and force, but have come as the natural sequence of mutual understandings of the problems confronting the parties concerned, and the willingness of all parties to solve those problems in a manner that was fair and just to all alike. Local 89 does not claim for Atlanta teachers all the advantages that teachers in some other cities have, but it does believe that they

enjoy many advantages that some other cities do not provide for their school employees. And these advantages, for the most part, have been secured by calm, peaceful methods in which we have had the support of practically every worth while civic body in the city.

The proper place, it seems to us, for this spirit of co-operation to begin is among the membership itself. In order that the co-operative spirit might prevail in the organization we feel that it is most essential that the membership feel that the organization is theirs and not the officers' or the Executive Committee's. Soon after the officers of the Association are elected in October, they meet and select jointly the chairmen of the various committees. At a subsequent meeting these chairmen are asked to meet with the officers to participate in selecting the members who are to serve on the committees. This procedure, it is our experience, insures harmonious relationships within the Executive Committee the spirit of which leavens the whole organization. Local 89 stresses committee work, for we believe that the more workers we train in the movement the stronger the Association becomes. In order to secure effective work in the committees each of the vice-presidents assumes the responsibility of directing and supervising the work of an equal number of the standing committees.

THREE GROUPS UNITED

It is the purpose of the Association to foster a feeling of professional solidarity among its membership. In order that this part of the program might be carried out effectively it requests that the faculty of each school select one of its strongest members who becomes a member of the board of directors. This body, with a membership of more than fifty of the most professionally-minded people in the system, meets bi-monthly at luncheon. A business session follows the luncheon. The organization launches its best work in these sessions. The directors return to their respective schools and acquaint the other mem-

bers with the matters considered at the meeting. In the general meeting of the entire membership later these matters are ready for final action.

The three groups in the city that consistently back the public school system are the Parent-Teacher Associations, the Federation of Trades, and the Atlanta Public School Teachers Association. Whenever there is need for support of school matters it is these groups that usually busy themselves in supplying it. It is the policy of the teachers to co-operate with these groups and all other bodies that we feel have the interest of the schools and the city at heart. They in turn give to the teachers their support in activities in the interest of the teachers themselves, the children, and the city as a whole.

It is the policy of our organization to solicit the co-operation of the newspapers when a situation arises in which it becomes necessary to carry the facts to the general public. A very excellent instance of their willingness to give their support took place in a recent campaign. Local 89 had launched a movement to secure from the City Council a larger appropriation for the 1928 school budget. The schools had starved along for years on funds that were utterly inadequate to support the type of school system that the people of the city demanded. A committee from the teachers called upon the editors of the newspapers, placed before them the idea and plans of the campaign, and asked for their co-operation. The result was that the editors offered the columns of the dailies for the publication of material on the needs of the schools. They went even further and emphasized with fair, forceful editorial comments the facts presented in the articles written by our president.

CONFIDENCE IN TEACHERS UNION

In another article in this issue of the AMERICAN TEACHER, the president of our Local has told the story of the campaign referred to above. It is only necessary here to note that the success of the campaign was due not to the strength of the teachers organization alone, but to the co-operative efforts of all the forces that are interested in the childhood of the city. The most significant point to the writer about the undertaking, as far as the teachers are concerned, is that the whole-hearted support given to the movement by the citizens is indicative of their respect for and confidence in the teachers and their organization.

In order to hold fast to this policy of co-operation the Association makes every effort to protect itself against hasty, indiscreet action. Among the most

disturbing factors in the work of any organization are the individuals who permit personal feelings to enter into the settlement of a situation which can be settled only on the basis of principles involved. The very nature of their cause calls for hasty, impetuous procedure which later reacts badly on the organization and its cause. Fortunately, however, these occasions are rare. When an important matter is to be handled, it is our practice to carry it to each member of the Board of Education individually, explain it frankly and definitely, and ask for his support of the measure when it is presented to the Board for adoption. There have been few occasions when the matters so handled have been defeated.

Strange as it might seem to the members of some of the other locals of the American Federation of Teachers there exists in the school system of Atlanta an atmosphere of freedom and sympathetic co-operation among the Board of Education, the administrative forces, the parents, and the teachers that makes it unnecessary for Local 89 to employ any tactics other than that of sincere, frank, enthusiastic co-operation. The fact that the Atlanta teachers are more than 90 per cent organized might also have bearing on the situation.

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Campaign of Local 89 for Adequate Support of Atlanta's Public Schools

By JAMES P. BARRON,
President of Atlanta Local 89

Under Atlanta's present charter the public schools are entitled to a minimum of 26% of the city's revenue from all sources, in addition to the state and federal funds. This provision, which was incorporated in the charter as a safeguard, has been interpreted in such a manner by city officials as to prevent the schools from receiving sufficient funds for their efficient operation. As the city council is the revenue raising body they have refused to give any additional funds to the schools above the minimum requirements in the charter. This has created a situation which has become more critical from year to year as the Board of Education has proceeded to spend the amount which they felt was necessary for the efficient operation of a progressive school system. On several occasions the teachers have had to wait on their salaries for several weeks while arrangements were made to tide over the deficit until next year. Finally in October, 1926, the deficit had mounted to the rather large sum of approximately \$820,000.00 and the banks refused to lend any funds to the city for the operation of the schools during the rest of the year unless a guarantee was made by the city that the deficit would be retired during 1927 and that the Board of Education would be required to operate the schools on the appropriation made by the council.

Under such an agreement the deficit was retired by council through an increase in water rates and the Board of Education made a desperate effort to operate the schools on the minimum legal appropriation regardless of the effects on the efficiency of the system. Not only were drastic cuts made in the budget adopted in January, 1927, but a shrinkage of the anticipated revenue of the city forced an additional cut of \$282,000.00 during the year. This required the elimination of over one hundred and fifty probationary teachers and many other hurtful methods of economy which have resulted in a serious condition of overcrowding in the classrooms and an overburdening of the teachers. When school began in September it was apparent that some change must be effected and that the public must be informed of conditions in order that the desired results might be secured. As the administrative officials and the Board of Education had attempted for several years

without success to secure adequate funds and numerous civic organizations had made investigations in an effort to arouse public sentiment about the serious conditions prevailing in the schools, it was evident that only the teachers of the city could present the facts to the public in such a manner as to secure a change. Local 89, which numbers among its members over 90 per cent of the teaching body, readily and willingly assumed the responsibility and immediately set to work.

CO-OPERATION WITH CIVIC BODIES

At the October meeting of the Local plans were presented by the Executive Committee to the membership and were unanimously adopted. These called for a part-time worker, the renting of a downtown office, and a campaign for funds with which to finance the work. Each member was requested to contribute one per cent of one month's salary as a campaign fund. Not only did the members respond wholeheartedly but many non-union teachers also asked to have the privilege of making a financial contribution to the campaign fund. The Executive Committee selected the President of the local to conduct the campaign as it was felt that the responsibility would rest largely with him and that he should have full charge of the campaign. A conveniently located office was secured in a modern building and was furnished economically.

Letters were sent to various civic organizations requesting an opportunity to present the situation to the membership of those bodies. Numbers immediately arranged an opportunity for the speaker of the Local to appear on their programs although special concessions had to be made as most of the programs were already full. The Parent-Teacher leaders co-operated heartily and many P. T. A. meetings were addressed by President Barron. Many organizations passed resolutions and appointed speakers to appear before the Finance Committee of City Council to urge the proper financial support of the schools.

Organized labor, always in the front of any great civic movement in Atlanta and ever watchful over the interests of the schools, became very active. The Federation of Trades went on record very forcibly in demanding that the situation be corrected, after

the delegates from Local 89 had presented the conditions of the schools to the central body. The Executive Committee was instructed to use its influence with the council members and did its usual effective work. Mr. Jerome Jones, the Dean of Labor in Atlanta, of course lent his powerful pen to the aid of the cause and led the way in first demanding that a threatened cut in salaries be abandoned as unjust and unwise. When Mr. Jones speaks the public listens and his editorial was quoted and endorsed by the daily papers. The cut in salaries was never seriously considered by the Board as the solution of the financial dilemma of 1927.

TEACHERS' RIGHTS RECOGNIZED

Not only did the daily press demand that salaries be paid in full and that the salary schedule for teachers, which had been attacked by certain interests as too expensive and as unsound in theory, be maintained, but each of the three papers entered into the campaign vigorously after officials of Local 89 had presented the situation to the editors. The Atlanta Constitution requested President Barron to write an analysis of the situation and point out how the budget which had been prepared for 1928 would correct the situation. When the other papers made similar requests Mr. Howell gladly agreed that the article should be run in the other papers, and each of the three not only gave it splendid publicity but endorsed the article in very emphatic terms editorially. The analysis of the budget and the editorials of the daily papers were reproduced in the *Journal of Labor* accompanied by a masterly editorial demanding justice for Atlanta's children. Copies of the papers were sent to members of council and several thousand were mailed by individual teachers in every school to prominent citizens and civic leaders in the city.

At the public hearing before the Finance Committee of City Council on the school budget the largest delegation ever present at any public hearing in the history of Atlanta packed the council chamber, the halls and the four flights of steps in the city hall. Many citizens who were unable to get inside were forced to leave. Every interest in Atlanta was represented in the imposing array of speakers who advocated the adoption of the budget as presented by the School Department. When the President of the Board of Education introduced the President of Local 89 he stated that no group in the city had more right to be heard or could speak with more authority on the subject of the welfare of the schools than the

teachers through their official organization. The hearing made a deep impression on the members of the Finance Committee and led to their demanding financial assistance from the Fulton County officials because of a serious condition in the city's financial affairs. This condition is due largely to a very low tax rate which could be changed only by permission of the state legislature which does not meet until 1929.

EXCELLENT RESULTS SHOWN

The concrete results obtained showed a gain of \$227,000.00 more than the schools received last year on the basis of 26% of the collected revenue of the city. Since the anticipated revenue of the city for 1928 is slightly less than that of 1927 this is a decided gain, especially as it has been agreed that the amount set up in the finance sheet is a fixed amount and will be subject to no reductions during the year. The Board has thus been able to prepare a definite budget which will not have to be revised. Definite promises were also made of additional funds in June to provide for additional teachers next September and to make possible a proper program of repairs during the summer months of the school plants. In addition many members of City Council have definitely pledged themselves to a program of adequate financial support of the schools in the future. The present city administration is favorable to such a policy and the prospects for the future are very encouraging. A still more valuable result of the campaign has been the arousing of public sentiment to a realization of the need for a permanent solution of the unsatisfactory system of financing the schools in Atlanta. The present system of an independent School Board dependent on the City Council for the appropriation of funds destroys the principle of an independent school board and must be abandoned. Many council members desire to have the Board of Education elected by City Council, but that system was tried and abandoned several years ago. The solution which the school forces hope for is an independent Board of Education with the power to levy and collect taxes, within certain limits, for school purposes and to be entirely free in the spending of such funds except in their responsibility to the people.

Of course the Teachers Association was not alone in its effort as the administrative officials of the schools were active and used every means at their command to arouse public sentiment. The Parent-Teacher Associations, which are large and influential, co-operated with the Superintendent and with Local

89 in making a concerted effort in which all the school forces were united with Labor and various civic groups in presenting the cause of Atlanta's children to the officials of the city. In this effort Local 89 was, however, the central and most important factor. The administrative officials and Board Members have stated publicly that they felt that the effort of Local 89 was a vital factor in improving the condition of the school finances. Not only has the Board of Education paid the deficit in the December salaries out of 1928 revenue but has set up all

salaries for the year in full. While all unsatisfactory conditions have not been corrected many improvements over last year have been possible and other improvements will be possible when the promises of additional funds in the June finance sheet are carried out. The campaign of Local 89 has not yet ended as the membership has voted to continue it until June. We shall never cease in our efforts until the financial support of Atlanta's school system is on an equal or superior to that of other cities of her class throughout the nation.

Fulton County (Georgia) Teachers Association

No. 183 of the American Federation of Teachers

By **BOYD TAYLOR**

President 1926-1927 of the Fulton County Teachers' Association

Although its charter under the American Federation of Teachers dates only from 1921, the Fulton County Teachers Association, 183, actually had its beginning several years before the national body was formed.

The first organization was not strictly a classroom teacher body, as the group of Fulton County teachers who banded themselves together in 1910 chose the then superintendent of schools, E. C. Merry, as their president. For several years practically all normal classes of teachers were conducted by the organization and much good was accomplished in the meetings and through interchange of teaching experiences.

It was not, however, until 1921, when the teachers were chartered formally by the American Federation, that Fulton County teachers were able to accomplish large things for themselves in a professional way. Effectiveness of the band was increased many fold by affiliation with the Atlanta central labor body, the Atlanta Federation of Trades. In labor, the teachers found a ready and powerful aid in their efforts toward professional recognition and higher standards of work and pay.

ASSOCIATION HAPPILY SITUATED

In its relations to school authorities of the county, the Fulton association is happily situated. The present superintendent, Jere A. Wells, when himself a classroom teacher in 1921 and 1922, was president of the professional body. Although relations between the association and the executive staff are most cordial, the organization is quite as independent in its work and plans as similar professional bodies in cities where

Due to the nature of the schools that make up such amity does not exist.

the Fulton County system, the Fulton Teachers Association probably is different from other units of the American Federation. The system contains schools ranging from highly departmentalized and modern city institutions to rural schools with only two teachers and with a principal who divides her time between instruction periods of several grades. Therefore, the distinction between principal and classroom teacher is vague. This association admits to membership classroom teachers, principals and supervisors on a common footing.

The number of men in the organization is limited also, as scarcely two-score of the 300 teachers of the system are males. Most of these are teachers of high school grades.

With the recent merging of schools of two suburban systems which formerly operated independently, the Fulton County organization gained a number of able and enthusiastic members. The school systems added to the Fulton County system were those of East Point and College Park, two of Atlanta's outstanding suburban cities.

SAFE FOR ORGANIZED TEACHERS

With teachers of Fulton County so thoroughly organized and working wholeheartedly with the Atlanta Local 89, teachers of the nation may rest assured that Georgia's capital city and county are safe for the organized teaching profession. Since this territory comprises a large percentage of the state's wealth and population, it would be no exaggeration to say that the State of Georgia is well along the road to complete organization.

Inspired by the success achieved by the larger body of teachers in the City of Atlanta, the county teach-

ers are working diligently to raise their own professional standards. In the matter of salaries, the county teachers are sadly behind teachers of the neighboring city system. The county association at this writing has before the board of education and the board of county commissioners an urgent plea for salaries in keeping with high standards of preparation which have been demanded. With the salary plea was presented a scale of pay drawn up by the teachers as most suited to a system of the Fulton County type. Leaders and committees from the county body have been before the authorities repeatedly and now we have been assured that means will be provided for higher salaries in the fall of 1928.

BROAD LEGISLATIVE PROGRAM

Several constructive measures passed by the Georgia Legislature last year had their origin in the Fulton County Teachers' Association and were carried to success largely through assistance given by the state and city labor bodies.

A program of higher salaries, professional recognition, teachers' pensions and other constructive moves has been planned by the Fulton County teachers which will benefit teachers throughout the state when carried to completion.

At the head of the organization this year is W. F. Dykes, principal of Fulton High School and a veteran educator and champion of the teacher's cause. President Dykes, 20 years ago, was president of the teachers' organization which now is known as Atlanta 89 of the American Federation, one of the outstanding units of the national body in point of years and number of members.

NO MORE ILLITERACY

By M. LOUIS TESSON, Boston, Mass.

M. Tesson has prepared, with an American phonetician, a short course by which illiterate adults in all the English speaking countries, who are unwilling or unable to go to school may learn to read and write at home by a phonetic system, with a very little help from a teacher or a friend.

This book will provide those most interested in those illiterates who can not go to school, new and easy means of teaching them or rather of showing them how they can learn the elements of reading by themselves in their own homes.

By this process, the majority of such illiterates would develop a desire for instruction in the regular schools, and the others would be practically out of illiteracy.

CHARLES PALMER DAVIS MEDALS OFFERED CURRENT EVENTS STUDENTS

For the purpose of stimulating the study of current events and recognizing the good work done in that subject by proficient pupils, the Board of Directors of the American Education Press, Inc., announces the institution of the Charles Palmer Davis awards. To the student in any school who has the best record in the study of current events during the second semester (February to June, 1928), a bronze medal will be awarded.

The award is peculiarly fitting in that it takes its name from the father of current events instruction, Charles Palmer Davis, who was one of the first to see the importance of acquainting schoolboys and schoolgirls with the history of their own times. Mr. Davis did more than suggest that current events should be studied; he devoted the closing years of his life to making it possible for boys and girls to understand the problems of the present. These medals, given in his honor, should do much to further the cause upon which he labored earnestly and long.

It is necessary for schools which wish to offer the Davis awards in June to make arrangements at this time, in order that their students may have ample notice and may begin the study of current events diligently early in the semester. Principals and Superintendents who desire to secure the medals for awards in their schools should write to Educational Department, *American Education Press, Inc.*, 40 S. Third Street, Columbus, Ohio.

WISDOM

The only way to keep men from agitating against grievances is to remove the grievances. An unwillingness even to discuss these matters produces only dissatisfaction and gives comfort to the extreme elements of our country, which endeavor to stir up governments to embark upon a course of retaliation and repression. The seed of revolution is repression. The remedy for these things must not be negative in character. It must be constructive. It must comprehend that the antidote for the unrest which manifests itself is not suppression, but a deep consideration of the wrongs that beset our national life and the application of a remedy.—Woodrow Wilson.

Put away all sarcasm from your speech. Never complain. Do not prophesy evil. Have a good word for everyone or else keep silent.

The Memphis Teachers Association, Local 52

By CARLOTTA PITTMAN, President

Before the Memphis Teachers Association became local 52 of the American Federation of Teachers it had a brief and hectic life-span. It was born of the union of inadequate pay with unfavorable teaching conditions—a sorry pair—and like many another child it proceeded, with amazing speed, to go alarmingly beyond the plans and hopes of its parents and sponsors.

In the spring of 1918 a large majority of Memphis teachers, perhaps 95%, assembled in response to the call of a few individuals. It was the unanimous opinion of the body gathered in solemn conclave that an organization of the teachers, for the teachers, by the teachers had become a necessity. Officers were elected, therefore, and a committee appointed to frame a constitution. We had invited the president of the board of education and the superintendent to give brief talks, and each of them outlined what he considered the purpose and program of such an organization should be. Each discussed the educational side alone—the formation of study groups, improving methods, and the possibility of bringing well-known educators to address us. But other plans and purposes were seething in the minds of the audience.

WAGES WITHHELD

Our first efforts as an organization were put forth to try to convince the Board of Education that it was only justice for them to reimburse us for \$40,000 which had been deducted from teachers' salaries by a former board in the summer of 1925. For several years we had signed no contracts, but had been receiving twelve months' pay by resolution passed in 1910. In 1915, in order to meet a deficit, the board conceived the idea of withholding one month's pay from each teacher, or, as we afterwards found out from each teacher of academic subjects. Principals, manual training teachers, and teachers of commercial subjects escaped the forfeiture.

We were unsuccessful in collecting what we considered a debt of long standing, and finally dropped the matter. Then we requested a 33 1-3% increase in all salaries. At this time—August, 1918—the maximum elementary grade salaries were \$900 a year, except for eighth and first grade teachers, who were receiving the princely remuneration of \$960 and \$1020 respectively. High school teachers were receiving a maximum of \$1320.

For nine years, in spite of the steadily soaring cost

of living and the increased wages in almost every other field, we had been trying to eke out an existence on those salaries. During this time we had made many appeals for better pay. Doctors, lawyers, and business men had pleaded the case of the teachers before the board to no avail. Petitions for an increase signed by thousands of citizens and taxpayers had been presented to them. Ministers spoke from their pulpits of the necessity of "a living wage for teachers," and preachers and laymen told us that, so important were our services, they could not be paid for "in the coin of the realm." Apparently to us, however, no great effort was made to secure the coin. The inexorable answer from the board was always the same: "There are no funds available for an increase in teachers' salaries."

ULTIMATUM IS DELIVERED

Finally the Memphis Teachers Association became hopeless, and in desperation decided to use the most drastic of measures. In August, 1918, after numerous futile conferences with the board of education, the organization notified them, that, unless they would promise a 33 1-3% increase in salary we would not report for duty at the beginning of the September term. The explosion which followed our ultimatum started a conflagration which was wide-spread in its effects. It consumed, first of all, some of the age-old fear and timidity of which Memphis teachers possessed their full share.

Of course it was inconceivable that teachers should dream of striking. And that we, "gentlewomen of the conservative South" should employ "the tactics of labor unions" was unbelievable. And yet more than 90% of the teachers stood together and remained out of school for three days after the date set for the opening. During this time the spotlight of publicity shone with full force on our organization, although many of its beams were kindly and sympathetic. Glaring headlines, front page articles, and editorials in the three daily papers were ours without the asking, although heretofore the schools, with their necessary adjuncts, the teachers, had always remained rather in the background in our community life.

PARTIAL VICTORY WON

On the second day the president of the Board of Education requested a conference with the teachers. We appointed a committee, which together with our lawyer held a joint meeting with the board, the

mayor, and the City Commissioners. The result was only a partial victory for the teachers—a \$10 monthly increase with the promise of a further increase the following year. But it was the first salary raise in nine years, and it undoubtedly served as the precedent for a slow—often painfully slow and intermittent—revision upward of Memphis schedules. It was also the occasion of our first contact as an organization with organized labor. Although we were not unionized at the time, the *Labor Review* staunchly supported us in its editorials, and the Trades and Labor Council offered financial aid as well as moral support should the former become necessary.

In April, 1919, shortly after we learned of the existence of the American Federation of Teachers, we applied for a charter, and the Memphis Teachers Association became local 52 of the national body. About 90% of the teachers enrolled with us under the new banner. And then ensued a period of calm after the storm. We read the literature of the American Federation of Teachers voraciously, gloried in its courage, thrilled over its ideals, and endorsed its program of action. But looking backward we can realize that we were too inactive ourselves. Weariness, perhaps, and the almost overwhelming inclination of teachers to settle into a rut overcame us. We were willing to accept vicariously the achievements for which the national organization and other locals had battled, and to contribute few achievements of our own.

SECOND INCREASE SECURED

Our co-workers over the country will probably gain the impression that the teachers down in Dixie are mercenary when we confess that our next outstanding objective was to obtain another salary raise. But perhaps the salary schedule in the spring of 1920 will convince our readers that it was another case of dire necessity. The second increase which our board had promised had failed to materialize, and the maximum elementary grade salary was \$1,020, the maximum high school salary, \$1,440.

Local 52 conducted a wide-spread publicity campaign in the spring of 1920 in order to secure the promised money. We paid for advertising space in the papers that we might set before the public the needs of the schools and the teachers. Posters appeared in windows and on wind-shields, and handbills briefly explaining the situation and the proposed remedy were dropped on the main streets from airplanes. The newspapers gave our cause much free advertising in favorable articles and editorials, and several mass

meetings were held with the Board of Education. As a result of the campaign we obtained a \$25 monthly increase and a bonus of \$100. One effect of our membership in the American Federation of Teachers and our affiliation with labor becomes apparent when we compare the results of our two salary campaigns. As a non-unionized body, after a strike, we gained a \$10 monthly increase. As local 52, by arousing public sentiment, we gained \$25 a month plus the bonus—even more than the Board of Education had promised.

OTHER ACHIEVEMENTS

When we compare what the Memphis Teachers Association has accomplished in ten years of its existence with the splendid achievements of some other locals we almost acquire an inferiority complex. And yet we have done a few things in addition to securing increased pay, which seem worthy of mention. By creating favorable public sentiment for married teachers we accord ourselves the credit of preventing their wholesale dismissal from the Memphis schools. At present married women already in the teaching corps are safe. Only those who commit the indiscretion of becoming married while they are teachers are penalized by loss of position.

Our organization scored another point on the question of contracts. A one-sided contract which had been presented to the teachers for signatures was withdrawn and a fair one substituted. We can also claim the unquestioned credit of causing the rescission of a resolution passed by the West Tennessee Teachers Association against the affiliation of teachers with labor.

Carrying on true to form and necessity we are at present engaged in another salary campaign. In spite of a \$60 yearly increase which the board has voluntarily given for three consecutive years salaries here are still far below those cities to which Memphis compares herself commercially and educationally. The schedule at present runs: elementary maximum, \$1,620, high school maximum, \$1,920. We are asking a 20% flat increase for all teachers, with automatic annual increments. The superintendent, the Board of Education, and the City Commission have all expressed themselves as favoring better pay. Our salary adjustment committee is active and convincing, and we have every reason to believe that another substantial salary increase is on the way.

ENJOYING SOLID GROWTH

The other chief concern of our local at present is teacher tenure. The committee working on this vital

matter has secured all available information on the subject, and will shortly make a report with recommendations to the organization. They will later confer with the Board of Education. We hope to secure the passage of state-wide tenure laws when the Tennessee legislature meets in 1929.

In the meantime the Memphis Teachers Association is enjoying a period of steady growth which we believe will be permanent. The stimulus of Mrs. Florence Hanson's visit in October, the present salary campaign, and perhaps other reasons are causing new members to flock to our standard and old members who had deserted the ranks to return. A recent period of depression when the membership decreased

alarmingly in numbers and in interest is now a closed incident, a gloomy chapter in past history. Standing on the outside still, however, are some of the teachers with the finest professional records in the city. To those of us who have long since realized the inestimable value of membership in the American Federation of Teachers their attitude is not easy to understand. It is our hope, nevertheless, that, as the schools and the whole teaching body reap more and more of the benefits gained by the battles and the labors of our organization, non-members will realize our power for good and join us. But even if they do not we believe that Local 52 will continue to flourish because it has so much work to do in Memphis.

Present and Future Objectives of Local No. 52

By MARY V. LITTLE AND ELIZABETH E. DIX

Just now other objectives seem dwarfed, if not obscured, by the all-absorbing one of securing for teachers in the Memphis city schools a twenty per cent increase in salary to become effective next September. A committee on salary adjustment was appointed at the December meeting. Investigation brought incontrovertible facts and figures showing the city to rank very high among cities of an equal or higher population in regard to bank clearings, bank debits, postal receipts, money spent for recreation and roads and in per capita wealth among eighty-three of the large cities of the country but to rank lamentably low in money spent for education, for teachers' and principals' salaries, and per capita for school children! Charts were prepared showing in *red ink* the low educational standing of Memphis, compared with her high position as to money and commerce, the median salaries paid superintendents, principals, and teachers for high and elementary schools; and—in green ink—the improved standing of Memphis with the proposed increase in salaries. Armed with these charts and accompanied by the President of the local Trades and Labor Council and a young attorney who could speak feelingly in support of the request, the Salary Adjustment Committee appeared before the Board of Education at its regular meeting January ninth and presented their facts and requests. They requested merely that the Board go on record as approving the increase, provided the money therefor could be secured.

The Board agreed to take the matter up promptly with the Board of City Commissioners from whom the money must come and to communicate with the teachers at an early date. After a few days the

President of the Board of Education notified the chairman of the committee that the matter would be laid aside for sixty days to permit the Mayor and commissioners, who took office January first, to become better adjusted to their duties.

The committee has not sat idly down to let the sixty days pass but has sent two letters to all non-union teachers in the system thereby securing considerably over fifty new members in the Association. The Committee will send a third letter within a short time. Copies of the chart figures are being distributed where it is believed they will accomplish the greatest amount of good.

While it would have been encouraging to have received a positive vote of agreement by the Board to the request, perhaps that was not to be expected. Certainly the committee is not at all discouraged but is busy getting ready to appear before a joint meeting of the Board of Education and the Board of City Commissioners at an early date.

This requested increase is to be considered but as a beginning to be followed by automatic annual increments, until Memphis salaries are commensurate with those paid in other cities of equal size and of equal commercial importance.

WILL SEEK ADEQUATE PENSIONS

Large though this looms on the teachers' horizon it is not the only subject engaging attention. A Tenure Committee was likewise appointed some months ago. This committee, after completing investigations, will formulate a bill to be presented at the next legislature, in 1929, looking toward a satisfactory agreement with the Board of Education, the State

and the Memphis Teachers Association whereby city teachers may be sure of an adequate Tenure law on the Tennessee Statute book.

At the present time there is an inadequate pension law in operation. A committee will shortly be appointed to study and report upon this vital subject. It is essential that the teachers themselves, boards of education and the state all contribute; that the provisions fully protect the teachers; and that the fund be an ever-increasing one. As the Board of Education realizes the need of a change, it is hoped that the Association and the Board can heartily co-operate in securing satisfactory legislation in 1929 for a well-worked out plan to apply first to the city teachers, but to be made available to all teachers of Tennessee eventually, with such modifications as may seem necessary in different localities.

The list of sixteen objectives adopted at the 1925 Convention of the American Federation of Teachers has been taken up section by section, and discussed in Local 52 and most of them very heartily endorsed. Some are beyond the scope of present activities for this particular group but others besides numbers 5—"A cultural wage with annual automatic increases;" 8—"A pension after thirty years' service sufficient to maintain the teachers' standard of living;" and 13—"Teacher Tenure," already mentioned, will be undertaken at the earliest possible moment. It has seemed wise this year to limit active campaign or organized systematic committee work to three or four main objectives, bringing in incidentally such others as could be made to strengthen or emphasize the main ones.

Thus number 9—"A maximum of 1500 pupils to a building and 30 pupils to a class" has been made a prominent feature in securing popular support for the present salary campaign and previously figured conspicuously in a questionnaire sent the candidates for Mayor and Commissioners. Signed statements advocating better salaries for teachers and not more than thirty pupils to a class, were secured from the present incumbents previous to their election.

BROAD PROGRAM OUTLINED

Certain evils seem to exist here which it is impossible to believe are found generally throughout the country, yet the experience of one community so often parallels that of another locality that the publication of such abuses may lead to their removal here, or may serve as an item of encouragement to some other struggling group. Just so soon as the strength

of Local 52 is what it should be, the Board of Education will abolish its present custom of fining ("docking") all teachers who are tardy without excuse satisfactory to the principal, twenty-five cents. Teachers who are absent on account of illness will not be required to bring a doctor's certificate in order that they may lose only half their salary for the time missed from school. A man or woman worthy of employment as a teacher can surely be trusted not to lose more time than is necessary from the classroom. The present "iniquitous custom" of principals' confidential reports will be abolished, and teachers will be told directly when they are not giving satisfactory service and in what respect they are failing to meet the requirements. Teachers will be elected or notified of their election or non-election early in the spring, instead of on the last day of the school term as now. Teachers will be free to spend the summer vacation in the manner which they deem will bring greatest returns in increased vitality, broader outlook on life and on the teaching profession; in other words, in re-creation. A large majority will study at various institutions, many will travel, some may elect to do some summer teaching themselves, but they will not be required to teach one year in every three and to study or travel definitely with school work in view, one year out of every three without choice and without additional compensation or promotion therefor. The heavy burden of clerical work—the endless figures, report sheets, percentages, summaries—will be removed from the teachers who will be allowed to devote their best energies to the teaching which is so necessary, and will be taken care of more quickly and quite as efficiently by the office force. Teachers, who are so deeply and vitally interested in the moral and intellectual welfare of their students will be permitted to have some power in saying what shall be taught and how; in determining the school courses; and in maintaining high standards and training youth to seek truth fearlessly and to meet the responsibilities of citizenship intelligently and buoyantly. Other objectives might be mentioned, but these suffice for the time being.

When all is said and done, objectives can be no better expressed than in the words of the Constitution of the American Federation of Teachers. For the next few months every energy will be exerted by members of Local 52 to bring home to the teachers in the city schools a realization of the fact that this organization alone can establish for them "relations of mutual assistance and co-operation," "obtain for

them all the rights to which they are entitled,' "raise the standard of the teaching profession by securing the conditions essential to the best professional service," "and promote such a democratization of the schools as will enable them better to equip their pupils to take their places in the industrial, social, and political life of the community," to a degree not even approached remotely by any other organization. The strength that comes from numbers is at this time essential and, surely, it does now look certain.

With the extending of an invitation to the Coun-

cil to hold the next A. F. of T. Convention in Memphis, Local 52 hopes she has found a new and wholly delightful objective—that of making the 1928 Convention a happy one and of receiving in her own precincts the many friends her representatives have made in Chicago, New York, and St. Paul meetings. "To know and love each other better, locally and nationally, to be free and joyous ourselves and to impart freedom and joy to those with whom we come in contact," may briefly summarize the chief objectives, present and future, of Local 52.

A Department For Research

By SELMA M. BORCHARDT

Legislative Representative

A department of education for research, certainly. The need of a governmental agency to conduct research in all and any of the many fields and phases of educational work is so apparent to us teachers, that it is a cause which need not be argued. We realize full well that when a department of education with a secretary in the president's cabinet is established, then, but not until then, will there be sufficient appropriation made by the Federal Congress to conduct this research in a manner worthy of American school children.

However, the bill of providing for a department of education must be very carefully worded. It must provide for the establishing of a department of education and research, but it must not provide directly nor indirectly for any machinery which could in any way attempt to administer educational affairs or direct or formulate educational policies for the several states and the private schools. Educational administration is, and we feel must be, a state matter.

The Curtis-Reed Bill provides for the establishing of a federal department of education; the first part of the measure provides for a federal research agency in education. Of that part of the bill we most heartily approve. Unfortunately, however, the Curtis-Reed Bill does not stop there. But it attempts to set up machinery which would make a federal department of education a possible source of propaganda for any theory or whim of any departmental representative, and it also seeks to establish within the department the means for administering in the several states educational policies which could be promulgated in its conferences.

Section 7 provides for the establishing of a federal conference on education, which conference shall con-

sist of one representative and one alternate appointed by the head of each department. We immediately ask what possible excuse can be offered for attempting to write into the substantive law the provision for such a conference, if it is not to give dignity to any statements produced by the conference. If the conference is to be but a clearing-house for educational work in the several departments, and the findings of the conference are not to be given out generally, why, then, can such a conference not be informally called, and disbanded when its need no longer exists? And again, if the functions of such a conference are in no way to affect the educational policies of the several states, the necessity of a permanent conference seems quite lacking. There is no such conference established in any of the other departments. Surely, there are matters affecting agriculture on which the Department of Labor and the Department of Commerce and the Department of State by way of produce treaties, embargoes, etcetera, could well discuss—and probably do discuss. But no provision for such an informal discussion is written into the organic act providing for a department of agriculture. So too with the Department of Labor. So too with the Department of Commerce. It is quite evident that no permanent conference is provided in any organic act establishing these other departments, because the departments recognize that their function is in no sense administrative in relation to the several states, and they do not presume to attempt to acquire such powers.

We recognize full well the great danger of establishing such a conference which for all legitimate functions of the department would be quite unnecessary. We know that any departmental representative could advance his theory on educational policies, and

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that the publicity given to the statement made to this conference would have tremendous weight, and to some people appear to be almost mandatory. And then, by experience, we know that an informal conference called by executive order functions very well and could in matters of education be made to function very well also. We refer specifically to the Conference on Citizenship called by executive order, but never specifically authorized by legislation.

Section 10 of the Curtis-Reed Bill provides for the establishment of a national council on education, the members of which are to advise with the Secretary of Education on subjects relating to the promotion and development of education in the United States, and in its possessions. Again, we ask, why? Surely, any state should and would feel free to advise with the Secretary of Education on subjects relating to the promotion and development of education in his particular state. And the establishing of a council made up of representatives of all the states leads us to the only conclusion possible: that these representatives are to formulate educational policies which are to be carried into the several states. This would, indeed, be federal interference in state administration of

schools. This we strongly oppose. And if these representatives of the several states called into a national council, are but to "advise with the Secretary of Education" we wonder why only administrative heads of the school systems make up this council? Surely, the teacher knows something about teaching; surely, the teacher could make a contribution to any conference, the functions of which is but "to advise with the Secretary of Education." We are again forced to feel that the omission of any representatives other than the administrative heads, who very often are political appointees, and in no way trained in education, indicates quite definitely that the purpose of this national council is but to establish another means by which the federal department could attempt to administer education in the several states. And this we oppose.

We want a federal department of education for research. We hope, also, that sometime in the not too distant future that the federal government will see fit to help the poorer states, whose taxable property is not of sufficiently high value to enable the states to support an adequate system of education by themselves. But, with all this, we insist that education must remain a state function, and that no machinery which prevents it being such shall be established.

Selma Borchardt Honored by Teachers Union, Local No. 8

By LOUISE D. MICKEY

The Teachers Union of Washington, D. C., gave a dinner in honor of Selma Borchardt at the Women's City Club on January 14th. This dinner, an outgrowth of the spontaneous admiration of the officers of the Union, was a tangible expression of the gratitude and appreciation which Local No. 8 feels for the many services Miss Borchardt has given. The fact that many teachers had to be turned away because the spacious club could not accommodate all who wished to come is the most indicative expression of the regard which Washington teachers have for Selma Borchardt, who has been active in the local and national activities of the Teachers Union for several years. As our local legislative chairman she contributed largely to the work which resulted in the securing of the present teachers' salary law, the teachers' pension law, the compulsory school attendance law, the mothers' pension law, and other measures of interest to the schools and the community. Nationally her legislative activities have included work for the child labor amendment, the Shepherd-Towner Baby Bill, the World Court. She is at present

actively at work on the very far reaching program of the Federation.

Her research work for the Federation has been of real value to the teachers and to the labor movement. Her many studies include the one on teachers' councils throughout the country, the method of the selection of textbooks in 150 representative cities, a critical analysis of state compulsory attendance laws, child labor laws, mothers' pension laws, and the accompanying legislation incident thereto, a national survey of the provision made for the training of the physically and mentally handicapped child, an investigation into educational legislation and regulations, national, state, and local, to learn of the efforts that have been and are being made to restrict academic freedom and the personal conduct of the teacher.

And, of course, all of this research and legislative work is being done in addition to teaching a full school program and playing a major role in the school's extra curricula activities; for she has at times been dramatic coach, debating coach, organizer and adviser of pupils' social and radio clubs.

In the labor movement, too, her contribution has been significant. President of the Washington Women's Trade Union League, member of the legislative and education committees of the Washington Central Labor Union, Chairman of the Committee on Education of the Maryland State Federation of Labor are some of her offices. Hence the greetings and congratulatory message from William Green, president of the American Federation of Labor came as a personal recognition from the president to one of his ablest workers. As Mr. Edward F. McGrady, legislative representative of the American Federation of Labor said, "Miss Borchardt is more than a hard and efficient worker. She is an idealist who if necessary will make great and personal sacrifices to bring to fruition her ideals."

Mrs. Florence Curtis Hanson, our national secretary-treasurer, gave a challenging address on the ideals and work of the American Federation of Teachers, and showed how Miss Borchardt typified the work and the ideals back of it.

The principal speakers of the evening were Senator Arthur Capper, chairman of the committee on the District of Columbia, a member of foreign affairs committee, and the leader of the Farm Bloc in the United States Senate; Dr. Frank Washington Ballou, Superintendent of the Washington Public Schools; Major William E. R. Covell, Assistant Engineer Commissioner of the District of Columbia; Miss Mary Anderson, chief of the Women's Bureau of the United States Department of Labor, and Judge Mary O'Toole, one of the outstanding women on the American bench. In brief addresses, they all told of their personal respect and admiration for Miss Borchardt and her accomplishments.

Commendatory greetings were read from the representatives of organizations with whom Miss Borchardt has worked, from Miss Charl Williams, legislative representative of the N. E. A.; Mrs. Florence Watkins, executive secretary of the National Congress of Parents and Teachers; Mrs. Raymond Morgan, legislative representative, American Association of University Women; and Miss Elizabeth Eastman, legislative chairman, National Board, Y. W. C. A. Miss Eastman's message, which expressed the same sentiment as was voiced in the other greetings, said in part, "It has been a great joy to work with Miss Borchardt, and her expert knowledge of legislative and educational matters, as well as her good judgment and fine spirit make her a counsellor I have very gratefully depended on."

One of the finest tributes came from Dr. Augustus O. Thomas, President of World Federation of Education Associations, who wrote, "Please convey to the guests and to Miss Borchardt my deep regret in not being able to be present at the happy occasion of the complimentary dinner in her honor. My association with Miss Selma Borchardt began in 1925 when she was seeking membership for her organization in the World Federation of Education Associations. She is a good advocate and an unusually fine worker. It was my pleasure to appoint her to take charge of the division of Education for Social Adjustment at the recent meeting at Toronto. She has a genius for work and an intelligent grasp of her field. The work she accomplished was of the most outstanding nature—so much so that I am pleased to continue her in the important work with two years in which to get ready for even greater triumph at the Geneva Conference in 1928. Miss Borchardt possesses great organizing ability and executive skill; moreover, a fine sense of diplomacy. At Toronto, she was elected to the Executive Committee of Federated Education and will be able in this capacity to serve a much larger field and to help in shaping the policies and destiny of what must eventually become one of the greatest organizations for the advancement of human welfare. Miss Borchardt is splendidly co-operative and I am glad to be associated with her in this great educational movement upon which so much of hope for international understanding, friendship, and justice rest."

As a fitting climax to the evening, Miss Matilde Eiker, author of *Mrs. Mason's Daughters* and *Over The Boatside*, presented the guest of honor with a basket of beautiful red roses. Miss Borchardt, who looked almost regal in a lovely gown of white satin, rose happily to the occasion, and with the grace and charm which are so much a part of her, expressed deep appreciation of the tribute which her fellow workers had thus paid her.

"The races who go furthest in their intellectual development will be the ultimate survivors; they will be masters of the earth. The least wise in those days will probably be far superior to the most cultivated intellects of the present times. Each individual will find his happiness in the happiness of his fellows, and no one will try to exercise compulsion on his neighbor. Then this earth will no longer be a vale of tears, but the paradise dreamed of by the poets."—Vicente Blasco Ibañez.

Local 27 of the A. F. of T.

A Brief Summary of Its History, Achievements, and Goals

By MARY L. MASON, President AND ELEANOR ROBINSON, Secretary

This then is the high vantage ground of the Negro. He has labor; the South wants it. The South must have it, or perish. Since he is now free, he can give it or withhold it, use it where he is, or take it elsewhere as he pleases. His labor made him a slave, and his labor can, if he will, make him free, comfortable, and independent. It is more to him than fire, swords, ballot-boxes or bayonets.—Frederick Douglass.

Local 27 was organized in 1916. The teachers of the colored public schools had already organized into an association by which they had won a great victory, enabling them to be promoted from grade to grade in our elementary schools until they reached to principalships. Mr. E. H. Lawson, a young college graduate, had the vision to sense the need to introduce the union idea for teachers and to organize more than three hundred colored teachers into Elementary Teachers Union, Local 27.

The first convention attended by our representatives was in Pittsburgh to which we sent Miss Marie Madre and Mr. E. H. Lawson.

At that convention these two delegates introduced a resolution requesting state boards of education everywhere to incorporate into their history program the history of industrial groups and industrial triumphs along with the doings of kings and soldiers. This idea of the workers' contribution to society is steadily growing.

Along with the other locals of Washington, Local 27 contributed much of weight to the fight for a Teachers Council, for a pension provision for teachers, and for increasingly higher salaries.

With increased salaries, and other safeguards to peace of mind, some grew callous and with a change in the school superintendency became "culture-minded" rather than eternally vigilant; we also lost much through the promotion of very active workers to administrative positions. Yet Local 27 spread the union idea by the organization of a principal's union, a high school teachers' union and a union of Howard professors.

WOMEN DISCRIMINATED AGAINST

Miss Marie Madre Marshall became second president and deserves credit for preserving at least a frame work of organization through a period of transition.

During this time, however, the union was able to

contribute something to teacher welfare, one of the outstanding efforts being to confer with representatives on the Teachers Council, and to prevent the payment of exorbitant substitute rates by teachers.

In 1925, a determined group of about a dozen affected a reorganization of Local 27 with Mary L. Mason as president. We appointed a pension committee and membership committee, and immediately began work to secure an elastic standard of qualifications for teacher-promotion, that efficient workers might not be barred from hope for some reward for their service because they had qualified by reading and efficient service only. In connection with this effort, union representatives were invited to present their views at a special session of the Board of Education. The Pension committee discovered that in Washington, D. C., the schedules of pension deductions from salaries adopted by the Board of Commissioners requires that women pay one and one-half per cent more of their salaries in order to secure equal benefits with the men. This adjustment is still our problem.

TO STUDY NEGRO HISTORY

Most cordial relations exist between Local 8 and Local 27. Together we won a splendid victory, safeguarding the right of accused teachers to a trial, accompanied by counsel and one friend.

We have been working for the passage of a bill providing part pay for teachers who are on leave for educational improvement; we have made a special effort to educate teachers into the operation of a newly established pension law for teachers; we have secured union representatives on the Teachers Council of this city and we have secured the attendance of Council members upon meetings with union groups to confer on measures before the council.

We have decided to do all that we can to further the scientific collection and preservation of records about the Negro, and the collection and presentation of Negro history to the nation at large. Fortunately we have an Association devoted to this work. With this we are co-operating. From February 5 to 13, the Union teachers asked their fellow teachers to tell stories from Negro history.

In January we had the great pleasure of having Mrs. Florence Curtis Hanson with us; and after the meeting which she addressed and after issuing a cir-

cular setting forth our aims, we are happy to report an increase in membership of fifty per cent.

AN ALLIANCE OF GOOD WILL

Local 27 is seeking to make the retired teacher happier, and the sick teacher cheerful; we are seeking better conditions, better pay, larger fellowship with our craft, and humanity, but our great goals are much more spiritual:

To educate workers to make the most of their lives and to get the most for their labor in physical and spiritual values:

We desire to help make teaching a self-directing profession, which will comprise such a group of thinkers as will give character of highest type to the childhood of the nation.

Lastly we seek an alliance with men and women of good will, everywhere; we believe the American Federation of Teachers to be composed of such men and women; we hope and work that this organization may steadily increase in numbers, in influence, and in power, for through it we look forward to an American citizenship of men and women whose souls embrace all humanity—men and women who can think, and feel, and understand.

NATIONAL ORATORICAL CONTEST ON

OUTLAW-WAR TREATIES

Great interest is being taken in the National Oratorical Contest on Outlaw-War Treaties throughout the country and all the States in the Union, save two small ones, are already participating. In these two contests will be inaugurated within a few days.

About six weeks remain in which bronze-medal contests may be held. Silver-medal contests may be held on or before May 18; time in which bronze-medal contests may be held has been extended from March 15 to April 15, 1928.

It is hoped that teachers everywhere will encourage their pupils to participate, particularly in the contest among writers of their own speeches.

Contestants are encouraged to write their own addresses in competition for the bronze medals. Wherever a bronze-medal contest is held, whether as a part of this or similar peace oratorical competition of young people not over 19, the judges may select not more than two of the original speeches that they regard as most meritorious in point of content as well as form and submit them to the National Committee before April 30, 1928. A National Board of Judges will consider all such manuscripts and award prizes before May 31, 1928.

FIRST—\$500, to be used, preferably, for a summer

trip to Geneva, Switzerland, and other points in Europe.

SECOND—\$300, to be used, preferably, towards the meeting of school or college expenses.

THIRD—\$200, to be used, preferably, towards the meeting of school or college expenses.

GOLD MEDAL FOR STATE WINNERS

In addition, a gold medal will be awarded to the writer of the best original speech in each state.

The following pamphlets will be found indispensable:

Arbitration and the United States. By Denys P. Myers. A summary of the development of pacific settlement of international disputes with special reference to American policy. World Peace Foundation, 40 Mt. Vernon St., Boston, Mass., 1926. 10 cents.

International Arbitration and Plans For An American Locarno. The arbitration record of the United States and a proposed draft treaty of permanent peace, this last prepared by Profs. James T. Shotwell and Joseph P. Chamberlain, with a commentary on the text. Foreign Policy Association, 18 E. 41st St., New York City, 1927. 25 cents.

Banishing War Through Arbitration. By Noel H. Field. A brief sketch of post-war arbitration treaties. Emphasizes arbitration as an alternative to war and presents a classified tabulation of treaties by types, arranged progressively as to their scope. National Council for Prevention of War, 532 Seventeenth St., N. W., Washington, D. C., 1926. 10 cents.

The following pamphlets will be found exceedingly helpful:

Arbitration the Only Substitute For War. One hundred fifty questions and answers. Committee on Cause and Cure of War, 1010 Grand Central Terminal Building, New York City, 1927. 15 cents.

Proposed Arbitration Treaty. Draft treaty prepared by Prof. Francis B. Sayre, Harvard Law School; the resolution prepared with the assistance of Prof. Edwin M. Borchard, Yale Law School. Women's International League, 522 Seventeenth St., N. W., Washington, D. C., 1927. No charge.

Draft Treaty of Permanent Peace Between the United States of America and

Prefatory statement by Pres. Nicholas Murray Butler, and comment by Prof. James T. Shotwell. Carnegie Foundation for International Peace, 405 W. 117th St., New York City, 1927. No charge.

Should Any National Dispute Be Reserved From Arbitration? By Jackson H. Ralston. Vigorously critical paper on the recourse to war preferred to legal

methods of settling disputes. American Peace Society, 613 Colorado Building, Washington, D. C., 1908. 5 cents.

The True Grandeur of Nations. By Charles Sumner. An oration before the authorities of Boston, July 4, 1845. A classic for peace speakers. World Peace Foundation, 40 Mt. Vernon St., Boston, Mass., 1911. 5 cents.

Draft of a Proposed General Treaty For the Pacific Settlement of International Disputes, Together With An Analysis of All the Arbitrations To Which the United States Has Been a Party. The analysis of arbitrations is arranged alphabetically under the parties other than the United States and gives the substance of the controversy and the result. American Foundation, Inc., 565 Fifth Ave. New York City, 1927. No charge.

Public librarians and teachers will gladly direct students to helpful articles in current newspapers and periodicals.

Applications for commissions to act as Supervisors of local contests and all requests for information should be addressed to the Secretary of the Committee in Charge, National Oratorical Contest on Outlaw-War Treaties, 532 Seventeenth St., N. W., Washington, D. C.

LETTER FROM MR. LIBBY

The Navy building program grows bigger and bigger day by day, as the admirals continue their testimony before the House Committee on Naval Affairs. The \$725,000,000 which was Secretary Wilbur's original estimate of the cost "in round numbers," of the seventy-one ships called for during the first five years of his 20-year program, soon grew to \$740,000,000. Then Admiral Moffett added \$60,000,000 for 1,490 airplanes that had not been included in the Secretary's figures. Other admirals are still to testify as to maintenance costs for these new ships and airplanes, and the still further cost of maintenance and monthly pay of the additional personnel required to man the 71 new ships—a personnel thus far estimated at something like 27,000 new officers and enlisted men.

Secretary Wilbur is to appear before the House Committee again on Monday, February 6. Meantime, it is evident that the total cost of the five-year program alone will be not much less than a billion dollars all told. You recall, of course, that as originally offered by the General Board of the Navy, accepted

by the Secretary of the Navy and approved by President Coolidge, the pending proposal was a 20-year plan, to cost \$129,000,000 a year, or two and one-half billion dollars in all. The 71 ships (25 cruisers, 9 destroyer leaders, 32 submarines and 5 aircraft carriers) were specified merely as the first needs. In the original proposal however, no time limit was set for completion and the President was specifically authorized to stop building at his discretion. It was the House Committee—composed almost entirely of "big-navy" men and desiring to show the world that this was "not a paper fleet, but a steel fleet" that interposed a time limit for the building and struck out the section giving the President discretionary power.

The House Committee, therefore, seems to be preparing to report a bill requiring that all 71 new ships be contracted for within 5 years.* It is this five-year (or eight-year) program that will cost \$800,000,000 to \$1,000,000,000. The Acting Chairman of the Naval Affairs Committee estimates five billion as the total cost in 20 years—and he cautioned Admiral Moffett to talk in terms of five years only, lest the public take alarm at the mounting costs.

Please use the information as widely as you can, and ask your local papers for editorial comment.

And, above all—

TELEGRAPH and WRITE your Congressman, and get other people to do the same. It is important that he hear from his constituents every day in protest against this astounding proposal for misuse of the people's money, and destruction of international goodwill.

Sincerely yours,

FREDERICK J. LIBBY,

Executive Secretary,

National Council for Prevention of War.

P. S.—Additional copies of news releases and of printed material will be sent you on request and free of charge.

For copies of the hearings, write to the Clerk of the House Committee on Naval Affairs, House Office Building, Washington, D. C.

Speakers or writers will be especially interested also in a research report on "The International Naval Situation," published by the Foreign Policy Association, 18 East 41st Street, New York City, as Information Service Report Nos. 21-22, January 6, 1928, price 25 cents per copy, 10 copies for \$1.00.

*And completed within 8 years.

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AMERICAN FEDERATION OF TEACHERS

ORGANIZED APRIL 15, 1916

Affiliated With the American Federation of Labor

"Intelligence is not something possessed once for all. It is in constant process of forming and its retention requires constant alertness in observing consequences, an open-minded will to learn and courage in readjustment."—*John Dewey.*

Only trained and widespread intelligence will save the American democratic experiment.

TEACHING, A PROFESSION

The charges that alliance with the American Federation of Teachers is unprofessional and that "the teacher who joins such a union is in danger of losing his professional standing" are certainly inaccurate and based on a lack of understanding of the policy and program of this organization. The American Federation of Teachers, as no other organization, is seeking to professionalize teaching through developing in the class room teacher freedom and self-respect, through placing the teachers in a position where they determine their own professional standards. The tragedy of the teacher's lot—the real tragedy—is not wage, but the fact that his professional standards are determined by conduct and ideals that find favor in the eyes of those who control his job, those who, in many cases know nothing at all of what should control the standards of the teaching "profession." And so long as these standards are determined by the non-teacher, just so long will the boast about a profession be no more than a boast. The schools are the teacher's business and he should be about his business.

It is interesting to note that these statements regarding the loss of professional standing come from administrators and not from class room teachers whose voice in the control of school affairs is to be released.

There is nothing the members of the American Federation of Teachers are so proud of as of its affiliation with Labor, which is the result of their vision, the spirit of social idealism which has been a valiant force in their movement from the beginning. The American Federation of Labor is an integrating, not a disruptive force in society. In affiliation with it we find 1200 of the leading scientists of the country, in the employment of various government bureaus, physicians in the health departments of some of our large cities, technical engineers, musicians, actors, and teachers in public schools, normal schools and universities. Surely an affiliation that draws together such diversified groups tends to break down the un-American tendency toward petty caste lines of division between professional and artisan workers.

The Actors Equity, the Musicians Union, the Federal Employees, the Civil Engineers, the Physicians in health departments have not found that affiliation with the American Federation of Labor has brought a loss of professional standing. Walter Damrosch, Ethel Barrymore, John Phillip Sousa, Dr. Franklin Meyer, Board of Standards, Washington, D. C., Prof. John Dewey, Prof. Harry A. Overstreet, Dr. Joseph

K. Hart, Prof. Paul Douglas, Prof. George Coe, have these lost their professional standing?

The American Federation of Teachers has not forgotten that Organized Labor was the major instrumentality in establishing the public school system. One hundred years ago the courageous and far-seeing advocacy of education by Labor was responsible in a large part for the establishment of our system of free tax-supported schools. When teachers affiliate with Labor, they are allying themselves with a great social movement, a great constructive movement for social betterment, a movement in the interests of the humanization of life—the most vital in the world today.

This is a national, not merely a local problem. "An injury to one, is the concern of all."

SO THIS IS EDUCATION!

How one college president views his job is strikingly shown by a little recent history at City College, New York, as was related in the last issue of *The Labor World*.

President Robinson summarily suspended two students who, in student meetings, had criticized the military drill and the alternative civilian drill, which is sometimes offered in its stead.

One of them called this civilian drill "obnoxious" and the other referred to the "insincerity" of the faculty in offering it. President Robinson explained that it was for this harsh language that he who stood in the place of parents to his pupils was disciplining them.

Nice boys don't say naughty words like obnoxious. Well, both boys apologized for their rough language. One was reinstated. The other, who has some reputation as an agitator in C. C. N. Y., was not. The president has put his academic head on a pole to instill fear in the hearts of his pupils.

So far the majority of City College has been properly docile. The fate of Lifshutz is more potent than the bland assurance of the dean that of course the students are at liberty to discuss college matters.

A college diploma is something of a credential to a job and "flaming youth," whatever other chances it takes, on the whole knows better than to prefer liberty to a good job.

But what miserable business it is for a college president to encourage this half fearful, half hypocritical submission. This is not education; it is tyranny!—*Duluth Labor World*.

BUTTE TEACHERS SHOULD ORGANIZE

"The teachers in the public schools of Seattle have organized a union and affiliated with the American Federation of Labor. Commenting, the *Union-Record* says:

"President Smith of the school board announces that body will not discriminate against members of the new teachers' union. That is the proper attitude and one that will be commended by all thinking people. A teachers' union will necessarily be run on somewhat different lines to other unions, but it is the only effective method for properly presenting the claims of educators to a share in the better conditions enjoyed by all classes of citizens. A correspondent suggests that too large salaries for teachers will tend to make them less conscious of their position as wage workers. We think the exact opposite is true. When salaries in Seattle schools were extremely low, Seattle teachers were the backbone of reaction. It is only after they secured a little economic independence that they learned they had interests similar to those of other workers."

"Isn't it about time Butte teachers woke up? Or perhaps they are satisfied with conditions as they now exist. Or are they afraid?"—*The Montana Labor News*.

Afraid of what? What has been done, what can be done, to teachers that they should be so fearful? Is there anything that is worth the loss of freedom and self-respect?

This bugaboo that is set up or that teachers themselves have set up, what is it? Name it. Let us know what this dreadful creature is that is going to destroy the union teacher. There are several thousands who have not been afraid, who did not know of what to be afraid, who have not suffered any penalty or catastrophe, but who have gained immeasurably in economic status, in social position, in civic standing, in spiritual and intellectual freedom.

Teachers must be free and unafraid else the schools can not "produce free, unafraid men and women," American citizens of the highest type.

Are teachers afraid and of what?

PLAY

It is the great harmonizer of the human faculties, overstrained and made inharmonious by labor. It is the agency that keeps alive and in healthy activity the faculties and sympathies which work fails to use or helps to repress. It is the conservator of moral, mental, and physical health.—J. G. Holland: *Plain Talks On Familiar Subjects*.

The Ashland School for Adult Education

"For Life by Means of Life."

(Preliminary Announcement)

This school will be conducted by a group of "Progressive" educators for a period of six weeks during the summer of 1928, from July 30 to September 8. The Ashland Folk High School was founded about 50 years ago, near Grand Rapids, Mich. It is the oldest of the several schools founded by Danish settlers in this country and it will be reopened by American educators and conducted on the lines of the "New Education" and in the spirit of the Grundtvigian schools of Northern Europe.

The school will accept as students high school and college graduates who have been disillusioned and baffled by a few years' contact with actual life, and mentally alert young men and women over 18 years of age who are seriously trying to find themselves and the meaning of life.

The curriculum will be based not upon the usual academic subjects but upon the major life problems or situations. These "life situations" may be stated as follows:

1. Sex-marriage-home. July 30-August 4.
2. Occupational-economic. August 6-11.
3. Community-life. August 13-18.
4. Leisure-play. August 20-25.
5. Educational, both in and out of school. August 27-September 1.
6. Religious. September 3-8.

At the beginning of the week devoted to each of these topics, students and teachers alike will be asked to state their own problems. These personal problems, formulated into a general statement for each field, will furnish the basis for lectures, readings, and formal discussions.

THREE COMMENTS

I think your choice of locations a fine stroke and your other plans direct and practicable. JOHN DEWEY.

I have been thinking about something along that line and am glad to see it started. ARTHUR E. MORGAN.

I shall watch, with interest the development of your People's College. . . . Some day soon the universities will shed two pests, the examination and the informing lecture.

DAVID STARR JORDAN.

Members of the regular instructional staff will give lectures in their own academic fields for the special purpose of shedding light on the life problems and situations under consideration. While men of exceptional experience will give special lectures in these several fields, members of the student group who

have had significant experiences will also be expected to give lectures.

It will be the aim of all lectures to inspire rather than to instruct, to interpret rather than to impart knowledge. Teachers and students alike will regard themselves as experimenters and learners together. All will be seeking not for additional knowledge but for a better understanding of themselves and of life.

Discussions will be planned for as needed, or they may be left to informal groups which take advantage of the several unassigned hours.

Play will occupy an important place in the college life. By means of professionally directed physical exercises and singing, by field and water sports, by constant and close associations of all members of the group, by such devotional and religious expressions as may spring naturally out of the common life, and particularly by personal conferences between the more experienced and less experienced members, it is hoped to free each person from the frequent and harmful repressions and restraints which characterize our modern life.

No one should confuse this school with the usual summer sessions of the college and university. It offers no advancement for the student toward a degree. It does not offer the teacher the usual compensation. It does hope to give both student and teacher an opportunity to form a clinic in life problems.

There will, of course, be no required attendance at any lecture or group meeting. There will be no assignment of lessons or texts, no quizzes or examination, and NO CREDITS will be given for work done. Students and teachers are asked to bring with them a few books which have meant most to them in a personal way for general use, while all are asked to read one or more of the following books: Keyserling, "World in the Making"; Hart, "Inside Experience"; Lindsey, "Revolt of Modern Youth"; Russell, "Education and the Good Life"; Hadfield, "Psychology and Morals"; Lake, "Religion Yesterday and Tomorrow"; Drake, "America Faces the Future"; Pupin, "The New Reformation."

Students may enrol for any two of the weekly periods. There will be an administrative charge of two or three dollars per week. The living expenses

can be determined largely by the wishes of the members and their willingness to aid with the general work. But the living costs should not be more than \$10.00 per week, since the board which controls the property furnishes it ready for use for only a very nominal rental. Since teachers and students are experimenters and learners together, the former will receive no salaries during the first session under the new management and they will bear their share of the living expenses.

The college buildings are located 30 miles north of Grand Rapids on the Pere Marquette railway, and on one of the paved highways. The dormitory and general purpose building will accommodate 50 or 60 people. Camping places are available on the campus and at the near-by lakes, and Lake Michigan is within an hour's drive. The college is in the midst of a Danish-American farming community, one mile south of the village of Grant.

The directors are already assured of the teaching work and the necessary lectures by the promised cooperation of eight or ten people interested in the experiment here to be conducted. These people are, for the most part, connected with regular colleges and universities though some are independent students of education.

The names of the teaching and lecturing staff will be announced early in the spring.

Persons interested in this school for adult education are invited to communicate with J. E. Kirkpatrick, Olivet, Mich.

J. E. KIRKPATRICK,

A. P. COLEMAN

Directors.

WINTER SPORTS ARE VERY OLD

Some of Our Winter Celebrations Came From the Indians

As snow and ice are more and more likely to come over the landscape during these winter months, thoughts of winter sports are constantly in the minds of young people and those who somehow stay young in thought and spirit. The old skates are brought out and sharpened; the bobsled is dusted off and rejuvenated; the skis are given a good overhauling; the mittens are carefully mended and ear muffs are prudently placed ready for those whose ears may get nipped by the ever lurking Jack Frost.

Take tobogganing, for example. Who has not had the thrill of a swift slide through biting winter wind

and the fun of a spill in the soft and harmless snow? As an Oriental according to the old story, is supposed to have remarked: "Toboggan is just—Swish! then walk a mile." But the walk back even has its fun, and has been enjoyed and remembered and talked about for years and years. Toboggan, indeed, is an old Indian name—Webster's New International Dictionary traces it from the Algonquian "odabagan," a kind of sled. It is also akin to the Micmac "tobagun," a sleigh.

Thus the great antiquity of at least one popular winter sport is substantiated. The snow has ever been a source of great delight to human beings in a playful mood. There is the zest of the cold air plus the nipping joy in the snow and bits of hail or ice as well.

THE PASSING OF THE PUNG

In these days of paved highways and gangs of men in winter time to clear them of snow for automobile traffic the old sleigh ride is slowly passing out of existence. There are still a few sleigh parties here and there, but they have to be on roads far from traffic. The sleigh, old Dutch "slee," together with the horse-drawn sled, is disappearing from our civilization.

But our fathers and mothers—speaking of us all as rather young people!—knew the joy of the sleigh and also the box sleigh or pung, as it was familiarly called. The pung was earlier known as a tom pung, which was a corruption of the Indian name for toboggan or a similar word meaning a sleigh or sled. It was usually an oblong sort of box on runners.

HOCKEY ON ICE

Hockey may also be played in a summer field, but it is usually thought of as a winter game played on ice, the players being on skates. The name hockey is from the curved stick used to push the puck or disk along the ice in an endeavor to score by putting it through the opponents' goal. Hockey, according to Webster's New International Dictionary, comes from the Old French "hoquet," a curved shepherd's crook so often seen in pictures of old-time shepherds with their flocks.

It may not seem that the puck used in hockey is the same word as the puck or demon so often mentioned in old folklore. But it is quite true. The puck in hockey may have been so named from a habit that human beings have of using the names of sprites, which are only half believed in, as rather affectionate nicknames for odds and ends of things featuring in their lives.

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Those of us who met Dr. Manniche when he was in the States will welcome this opportunity for spending some time under his inspiring personality; those who are not so fortunate as to know Dr. Manniche already, will be eager for that privilege.

Local News

TEACHERS FEDERATION OF DENVER, LOCAL 203

A promising local has been formed in Denver as the Teachers Federation of Denver. Officers have been elected and committees are at work on a constitution and program of action. The local is comprehensive in character, including university, high school and elementary school teachers. Frank Hafner, formerly of Chicago Federation of Men Teachers, Local 2, is an officer of the Denver local.

The new organization is largely due to the interest of Earl R. Hoage, president of the Colorado State Federation of Labor, in the teacher movement.

CHICAGO LOCALS 2, 3 AND 199

On March 2 the Federation of Women High School Teachers, No. 3, and the Federation of Men Teachers, No. 2, gave a reception and banquet in honor of the officers and members of the new local,

the Elementary Teachers Union of Chicago, No. 199, at the City Club. This was one of the big occasions in the lives of the Chicago locals. Several hundred guests were present, among them the leading labor men of the city and state and many prominent school men. It was a delightful introduction of the new union to the civic world of Chicago. The Elementary Teachers Union has been enthusiastically received and has a rapidly increasing membership. Its advanced social and educational program and its capable leadership insure a bright future.

The Federation of Women High School Teachers No. 3 gave a theatre party on January 27 at the Goodman Memorial Theatre for the benefit of the organization fund of the A. F. T. The occasion was a social success and netted the National an appreciable sum.

Miss Marion C. Lyons, ex-president of Local 3, has a very interesting letter on Mass Education in the January *Atlantic* and a very enlightening one on the Chicago situation in the March *Survey*.

NEW YORK LOCAL 5

The gain in membership of the Teachers Union of the City of New York is 195. And they still are coming. Dr. Henry R. Linville, president, is serving on the Permanent Committee on Education of the American Federation of Labor.

WASHINGTON LOCALS 8, 27 AND 198

Washington Teachers Union No. 8 has an increase in membership of 72. Local 8 is co-operating with the other Washington locals for Sabbatical Leave an improved Retirement Law.

Washington Teachers Union No. 27 has 25 new members this month. Circular letters outlining the union's program and inviting co-operation were sent to all eligible teachers. Careful work is being done on Sabbatical Leave and Teachers Retirement Law.

Washington Educational Union No. 198 has opened an office at 316 Union Trust Building. The officers are Richard S. Harvey, Georgetown University, president, Allan Davis, principal of Business High School, vice president, Saida L. Hartman, Y. W. C. A. secretary, secretary, and Minnie Sandberg, treasurer. The following invitation was sent out to college professors and other members of educational staffs:

MY DEAR MR. . .

As members of the staff of instructors of the higher institutions of learning of the District of Columbia, every one of us is eligible to membership in the "American Association of

University Professors" and to like membership in numerous other professional bodies.

But however satisfying such connections may be in general, many of us would like to form an immediate working contact with a professional organization that will provide the added feature of connection with the bona fide labor movement of America—the recognized medium through which we educators may join forces with other instructors in the nation-wide movement to effect or encourage others to effect constructive change and social and economic betterment.

We have now at hand a very direct means by which we can do this—join the Washington Educational Union, the Washington local for university professors.

To accomplish this desired end and to provide access to other educators who are confronted with problems akin to our own, a charter has been granted by the American Federation of Teachers, which, in turn, is affiliated with the American Federation of Labor. To Washington Educational Union No. 198 has been granted jurisdiction over all educational workers in Washington who are not eligible to Local No. 8 or to Local No. 27.

The true teaching of history, the development of a system of national and international exchange of instructors, creative activity in education and in industry,—in short, education as a cross-section of life and not mere formal schooling is our interest, and persuasion by reason and progressive thought is our motto. In the record of the American Federation of Teachers moral suasion founded on the recognition of mutual interest is the propelling force which has made for progress, and the employment of strikes is not permitted,—advancement of education by enlisting public sentiment is a process which has been found sufficient to fit every reasonable need.

We should be pleased to have your co-operation, and invite you to join with us in this movement.

Mr. Charles F. Carusi, of the National University Law School, chairman of the Board of Education, is among those who responded and is enthusiastically supporting the movement.

ST. PAUL LOCALS 28 AND 43

The Federation of Women Teachers No. 28 is carrying on a successful membership campaign under the chairmanship of Miss Mabel Colter. A theatre party benefit for the organization fund of the National was a successful venture. The salary campaign and the work on the city charter goes effectively on.

The regular January meeting of the St. Paul Men Teachers No. 43 was the largest it has had in two years. There has been an increase in membership. Group insurance and the salary campaign have made an effectively busy month.

MEMPHIS LOCAL 52

The Memphis Teachers Association is co-operating in this special issue of THE AMERICAN TEACHER. The increase in membership is 134. An intensive membership and salary campaign is being carried on. Local 52 has extended a cordial invitation to the American Federation of Teachers to hold its next convention in Memphis.

MINNEAPOLIS, MINN., LOCAL 59

The Minneapolis Federation of Teachers has elected the following new officers for the ensuing year, president, Amy G. Edmunds; secretary, Margaret West. Lettie Hunt continues as financial secretary.

Miss Amy A. Fox, this year's president, and Miss Carolyn A. Reed, will have a sabbatical semester in Europe. The salary campaign is progressing.

SAN FRANCISCO LOCAL 61

San Francisco Federation of Teachers reports an increase of interest inspired by the stimulating talk by Professor Fletcher Swift of the Department of Education on "School Finance." This increase of interest has materialized in increased membership.

PATERSON, N. J., LOCAL 92

The *Paterson School News* edited by the Paterson Teachers Union made its initial appearance in December. Every teacher is receiving the *News* and it is effectively spreading the gospel of unionism. The local has revised its constitution and systematized its business methods. The committee working on Sabbatical Leave gives an encouraging report.

PORTLAND, ORE., LOCAL 111

Portland Teachers Union is also working on Sabbatical Leave and has received the promise from the superintendent's office to consider it in the budget of next year. Local 111 realizes perhaps more fully than most the need of an organization fund for the national office since many calls are coming from the Northwest, and is working on ways and means to increase that fund. It will co-operate in publishing the Pacific Coast number of THE AMERICAN TEACHER in April.

SEATTLE, WASH., LOCAL 200

The Seattle High School Teachers Union held one regular business and one special educational meeting in January. It has completed its organization, elected its permanent officers and systematized its procedure. Interest and support of the new local is continuously increasing. A salary campaign has been launched.

Taxation and Tenure Committees are at work. Sixty-five new members were added in January. Interest is not confined to Seattle; inquiries are coming in from all over the state.

Men's best successes come after their disappointments.

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.