

Democracy in Education

Education for Democracy

The American Teacher

THE ORGAN OF THE AMERICAN FEDERATION OF TEACHERS



CHICAGO NUMBER

IF YOU would serve your brother, because it is fit for you to serve him, do not take back your words when you find that prudent people do not commend you. Adhere to your own act and congratulate yourself if you have done something strange and extravagant and broken the monotony of a decorous age. It was a high counsel that I once heard given to a young person: "Always do what you are afraid to do."—
Ralph Waldo Emerson.

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It's All in the State of Mind

If you think you are beaten, you are;
 If you think you dare not, you don't;
 If you think you'd like to win, but you can't,
 It's almost a "cinch" you won't;
 If you think you'll lose, you've lost,
 For out in the world you'll find
 Success begins with a fellow's will—
 It's all in the state of mind.

Full many a race is lost
 Ere even a race is run,
 And many a coward fails
 Ere even his work's begun.
 Think big, and your deeds will grow,
 Think small and you fall behind,
 Think that you can, and you will;
 It's all in the state of mind.

If you think you are outclassed, you are;
 You've got to think high to rise;
 You've got to be sure of yourself before
 You can ever win a prize.
 Life's battle doesn't always go
 To the stronger or faster man;
 But sooner or later, the man who wins
 Is the fellow who thinks he can.

—Author Unknown.

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THE AMERICAN DISCOVERY OF RUSSIA—SUMMER OF 1928

The two greatest nations on the earth no longer know each other. Volumes have been written. But in the past ten years a mere handful of American social workers, writers and business men has seen revolutionary Russia at work. Still fewer Russians have visited this country, and the American who goes into Russia today is something more than a tourist.

Last summer two parties of American students and intellectual workers, men and women, were enabled to visit Russia through the instrumentality of the National Student Federation of America and the Open Road. They were received by the Society of Cultural Relations with Foreign Countries and the Sovtorgflot. The same organizations are again welcoming a few groups. Each will comprise eight members under the leadership of an informed American, and will be accompanied in Russia by a Russian interpreter.

Itineraries: 3, 4, 5 and 6 weeks in Russia.

Inclusive round trip prices: \$725 up.

Sailings: June 16th, 23rd, 30th and July 7th.

Visas: Application through the Open Road.

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2 WEST 46 ST., NEW YORK

The American Teacher

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Two Dollars a Year

Why McAndrew Failed

A Statement by Chicago Locals 2 and 3

It is important that the attitude of the teachers of Chicago during the McAndrew trial should be understood by the public of Chicago and of the nation, and especially that it should be properly interpreted by the teaching forces of other cities.

Press comments both in Chicago and outside have drawn a very lopsided picture of the McAndrew case. The deposed Superintendent has been represented as an heroic figure, battling valiantly against overwhelming odds for educational principle and for teachers' rights—lonely in default of the support he merited from principals and teachers. This touching picture has been given such continual and extensive currency that our friends in other cities, even members of the American Federation of Teachers, may well have felt surprise at the fact that teachers and principals did not rush instantly to his support.

The situation presents an apparent anomaly. In many former educational crises the teachers of Chicago had earned honorable distinction for courage and persistence against any odds. Mr. McAndrew's predecessors in office had found warm and strong and general support from teaching groups whenever, in defense of educational principle, of their own prerogatives, or of policies for school reform, they had been at odds with a hostile majority in the Board of Education. Mr. McAndrew won no such support. Why the discrimination against him?

No superintendent in recent years had a better introduction to his task. Mr. McAndrew was hailed by the press as an eminent educator, a man of fine administrative qualities, thoroughly efficient, and of tried experience as a school executive. He had the additional advantages of an earlier good record as teacher in the Chicago system. Practically all civic groups welcomed him, and the teachers were in a receptive, even an enthusiastic mood, because of many published utterances of his which seemed to depict a man of liberal and progressive ideals and of a democratic bent. Yet within less than six months after his arrival, his lack of tact and judgment had alien-

ated most of the teachers and principals whom he needed to make his program effective.

DESTROYS MACHINERY OF DEMOCRACY

The causes of Mr. McAndrew's failure as Superintendent of Chicago schools, we believe, lie partly in his nature, more largely in his habits of thought and action, also perhaps in part, in the implied or expressed conditions under which he became Superintendent, and in the fact that he came a stranger to the situation, without the tact and patience to study it before acting. He found in the Chicago educational force a spirit new to him or long forgotten as a possibility among teachers—the spirit of democracy. The view that principals and teachers should have a voice in the discussion of educational policies and that machinery should exist by which their seasoned and deliberate opinion should directly reach the Superintendent, affected him, as it affects all autocrats, with an immediate impulse to destroy.

This growth of democracy is the fruit of thirty years' evolution in Chicago schools and reflects the spirit of our people. It is embodied in a number of voluntary organizations which were not exposed to direct attack, and in the teachers' councils which were so exposed because of their official recognition by the Board of Education.

Mr. McAndrew began his term by alienating the voluntary organizations. He did this by most discourteously refusing to meet their representatives who sought to present to him matters of mutual concern to the superintendent and the teacher. But the main objective of his destructive intention was the teachers' councils. First, he failed to call the council meetings in accordance with the rules of the Board. Then he had the Board pass a rule denying councils the privilege of meeting on school time. In so doing he cut off the only direct channel by which the general opinion of teachers could reach the Superintendent, and he roused a just resentment in all who had planned and worked for the councils, and for the development of the thorough co-operation and good understanding which are the bases of morale in any great organization.

Mr. McAndrew further showed his determination not to hear the voice of the teacher when he established a rule requiring individual teachers to communicate with him only through the official channel of a bureaucracy consisting of Principal, District Superintendent, Assistant Superintendent, and finally the Superintendent. This entirely precluded the hearing of any teacher-organizations, since they are composed of members from different schools.

LIBELS CHICAGO SCHOOLS

Mr. McAndrew's outstanding betrayal, however, was his constant and skillful use of press publicity during his first year here to depreciate the teachers and principals of the Chicago schools and perhaps incidentally to exalt his own reputation as an educator. There was poured into the newspapers a continuous stream of criticism directed at the whole school personnel and consisting of excathedra statements about the poor quality of teaching and administration which he found. All this was said at a time when it was actually impossible for the new Superintendent to have had either an extensive or an intensive acquaintance with this huge system of schools.

MANUFACTURES EVIDENCE

He went further. He manufactured proofs of his allegations. He gave tests to *large unselected* groups without warning or preparation; then, much later, he gave the same or similar tests to *small selected* groups, and repeated those tests until the desired results were attained. Publishing the results of these two entirely incomparable tests, he claimed that the difference between them indicated the dreadful condition in which he found instruction when he came, and the splendid achievement of his administration.

Then Mr. McAndrew began his famous drive for two entirely inconsistent objects, i. e. for 100% perfection in achievement and for the 100% promotion of pupils. We hope the public will think this over. Every pupil in a class must be promoted, no matter what his qualities or capacities. Every pupil in a class must attain 100% mastery of a division of a subject before passing on. Add, as capstone to that structure, the requirements of the course of study that a definite field must be covered in a given semester's work. Then read Mr. McAndrew's bulletin to District Superintendents: "Get the facts as to what teachers and principals are failing to prepare the pupils for steady promotion . . . dispense with those who fail to show this ability." (Mid-Year Prospectus, February, 1926—Sec. 35) There is the hiss of the lash in that demand, and it is one of the clear proofs

that Mr. McAndrew consciously intended to employ the destructive factor of fear in his relations with the teachers. He did worse. He must have foreseen that when he used such threats as loss of position to his hardworked subordinates the threat and the fear caused by it would be automatically relayed through all the ranks to take vicious effect upon the relations of teachers to pupils. If a teacher must produce impossible results she will do one of two things: She will put such extraordinary pressure upon the student as may involve real cruelty to a helpless child, or she will protect the child by evasions which are in fact lies. Neither of these results is in any way desirable, we believe, from the point of view of the public or of any real educator.

Mr. McAndrew probably has no spirit of cruelty toward little children. If that is so, we have a right to assume that he foresaw the probability that the teacher would take the path of evasion. There is even clear evidence that Mr. McAndrew intended that evasions should be used. For instance, official instructions were issued which authorized the teachers to report a weak student as *wrongly classified* and to transfer him to a lower grade without counting this a demotion. Or she might say that he was too recently admitted to her class to be counted in tests; or that he had been absent, or ill; or that intelligence tests showed his I. Q. subnormal. All these latter evasions would leave him *in* her class but *not of* it so far as the 100% requirements were concerned. That is the way the selected groups were obtained, which attained the 100% standard used to demonstrate McAndrew's great improvements in the administration of the Chicago schools. The effect of such methods upon the sense of integrity of principals and teachers need not be pointed out. They breed contempt for the school administration, disrespect for official authority, and involve a loss of self-respect in all concerned.

Mr. McAndrew was often quoted as claiming that the teacher-morale he found in the Chicago schools was low. Those of us who have spent a decade or longer in the schools can better measure the comparative levels of morale in 1923 and 1928. We know the depth of our fall and we know who caused it.

ISOLATES TEACHERS

While Mr. McAndrew's so-called "educational" methods were seriously jeopardizing all the most valuable and praiseworthy features of the Chicago schools, and while he was carefully building up a barrage of false information concerning his accomplish-

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ments, both in the daily press and in his constant speeches before civic groups, he was also completely blocking the attempts of the teachers to reach the public with reports of actual conditions. He refused them permission to appear before civic groups which they were invited to address during school hours, and in doing so deprived the public of Chicago of knowledge of what was really going on in the classrooms. He threatened "to bring before the Board to determine their value" what he called the "ever-ready letter writers" who sought publicity for school conditions by letters to the daily papers. And, in the case of a teacher who reported on unfavorable conditions to the local labor body and reached the public press by that avenue, he even sent out the district superintendent for an immediate interview the purpose of which was obviously intimidation.

Furthermore, when in accordance with what had been the rather informal custom of communication between previous superintendents and teachers, letters were sent directly to him, either in response to editorial request on his part or as reports from organizations, those letters were answered not to the writers, but by communications reporting the activities of the writers to their principals, who had not been at all concerned in the subject of the original matter.

LACKS EDUCATIONAL VISION

In many other ways also, Mr. McAndrew failed to measure up to the hope of the Chicago teachers for a leader with educational vision. During the war and the subsequent period of adjustment, public education was exposed to many perils. These were due to the long stoppage of building and to enforced economies in other ways. To meet the situation of overcrowding and underfinancing, in a period when the people were struggling under the load of war taxation, government bond purchase, and rising costs, resort was had to all sorts of shifts and expedients. Not one of these, be it noted, was a natural growth in the educational field, or sprang from any popular demand. None of them had the support of educational authority or of mature experiment. On the contrary nearly every one of them was detrimental to the interests of pupils and to the convenience and advantage of the public. Among these expedients we may name the double school, the "staggered" day, the platoon system, and a largely increased ratio of pupils to teachers.

Mr. McAndrew came to the superintendency when these makeshifts were at their worst. Because the teachers had endured them as temporary emergencies and had looked eagerly for an early return to regu-

larly, they felt betrayed by Mr. McAndrew's complacent acceptance of these emergency and temporary measures as permanent and satisfactory solutions. He even came forward as apologist and defender of the worst feature of all, and in advocating the continuance of over-crowded classes, cited hand-picked "experts" to testify that fifty or more in a class had no adverse affect on instruction or pupil progress!

Because of his advocacy of such cheapening of education, many people felt that he had been brought here to introduce a definite economy program. Mr. McAndrew's arbitrary methods helped to support this view. When the Junior High Schools were introduced, for example, they were declared to be an experiment which was to be tried out in a few schools to determine their value. Yet without any authority from the Board, and before the public, the teachers, or the Board knew anything about it, a number of schools were ordered established, and the "experiment" had become a "fact" of educational life in Chicago. But the very secrecy which "put over" the Junior High School in Chicago made it an object of the greatest distrust, and may have seriously impaired that success which the excellent work of principals and teachers in this promising educational experiment deserves.

INTRODUCES FACTORY METHODS IN SCHOOLS

Among the earliest of Mr. McAndrew's official acts was the introduction of the requirement that all teachers sign a time sheet on each arrival and departure. The vast majority of the teachers needed no time sheet to insure their promptness. Most of them were continually giving hours before or after school to preventive and remedial work for backward pupils. They had a deep, conscientious sense of duty toward pupils. They felt that theirs was a profession, and the adoption of the time-sheet plan humiliated and incensed them.

Another unnecessary petty humiliation of Mr. McAndrew's regime was the fact that teachers who resigned after even thirty or more years of service were given, contrary to the previous practice, no personal notice of appreciation by the superintendent. The routine notice acknowledging the resignation of any teacher or principal leaving the service after even the briefest period, was all that was received. In these days when corporations print honor rolls of employees who have served "the company" ten years,—in these days when universities offer college majors in Personnel Service,—an executive with real pretensions to competence should recognize as part of his task some

slight acknowledgment of thirty years of service on the part of those under his direction.

Mr. McAndrew also changed Chicago's long-established usage as to honoring deceased members of the teaching force. On the occasion of the death of a high school principal who had been associated with the school for twenty-five years, and its principal for fifteen, the teachers requested permission to have memorial exercises during the afternoon session so that all pupils could be present. The Superintendent gave them to understand that all classes ought to go on. The exercises were therefore crowded in at noon between sessions. In another case the funeral of an assistant principal who had been on the faculty for thirty years and had acted as assistant for twenty years, was held during school hours. Word came from the Superintendent's office that any teacher who attended the services would lose a proportionate amount of salary. This treatment of human material, both pupils and teachers, as mere cogs in a huge machine, would make of our schools nothing but vast factories.

The Chicago teachers, and particularly the organized teachers who have always devoted their own leisure time to work for the welfare of the group, recognize the value of "having classes go on" but they recognize also the imponderables which Mr. McAndrew ignored, and they know that an educational value greater than that in the holding of the next class is to be found in the solemn public recognition of the death of an educational leader, when he has given the greater part of his life to the work of his community.

SHATTERS TEACHER MORALE

Mr. McAndrew's regime was one long record of the shattering of teacher-morale thru the adoption of factory methods. It was not merely that he subjected teachers to such petty humiliations as we have cited above, but that he seemed constantly to handle them not as the decent, educated, competent men and women they knew themselves to be, but like the "dumb driven cattle" he wished they were.

For example, totally without warning, certain shops and special classes from the Senior High Schools were transferred almost overnight to the Junior High Schools. In some cases this meant the ruthless destruction or discarding of thousands of dollars worth of equipment, sometimes equipment that had been paid for and collected from the plays that students in the school had given. But the really serious consequence was that many teachers were suddenly trans-

ferred to distant parts of the city, many taught subjects in which they were totally unprepared, and all felt the insecurity of their positions.

The inauguration of the emeritus service, if not a deliberate attempt to affront and humiliate teachers can at best be termed not less than a tactless blunder. Mr. McAndrew proposed, through the Board, a regulation providing for automatic and immediate transference of teachers and principals seventy years of age or over from active to emeritus service. Now, Chicago teachers as a whole did not and do not object to an age limit for service, and consider seventy years well chosen, but by Mr. McAndrew's regulation, over seventy teachers were retired on half pay in the middle of a school year with less than a month's notice. Many of them had entered upon leases and made other business contracts for the year, because the state law as to tenure ensures them employment unless they are shown by open trial to be inefficient or immoral. The appellate court of Illinois has just rendered a decision declaring McAndrew's whole procedure in this matter illegal, but the teachers and principals who suffered under it have none the less been without their positions for two full years. Of more vital importance so far as the schools of Chicago are concerned has been the disquieting and disturbing effect upon the entire 13,000 teachers and principals in service.

For all of these reasons, and for many more in the experiences of individual teachers in Chicago, the Executive Boards of the Chicago Federation of Men Teachers Local No. 2, and the Federation of Women High School Teachers Local No. 3, unite in this common statement of their position.

Loyalty begets loyalty. If Mr. McAndrew had been true to the teachers and, above all, true to the best ideals of education and the real welfare of the pupils, he would have secured teacher-co-operation and support. However much teachers may deplore the methods used in his humiliation, the vast majority of them think the humiliation itself was merited.

"I shall count that man a good patriotic American, regardless of where his ancestors were born, regardless of what language they spoke, regardless of what church altar he bows his knees upon—I shall count him a true American citizen if in word and in deed, he seeks through enactment and enforcement of laws and through his own co-operation to give this undeveloped republic of boys and girls a fair chance and a square deal."—FRANCIS G. BLAIR.

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Dr. Owen on the Chicago Situation

On February 7, 1928 the late William Bishop Owen, President of the Chicago Normal College, Past President of the N. E. A. and a member of its Executive Council, gave an informal interview to a Chicago newspaper man which (selected and summarized) was to present Mr. Owen's comments and conclusions on the McAndrew trial.

Mr. Owen died February 17, 1928 without ever having seen the transcribed notes of his talk.

From these notes we have condensed and arranged what we believe to be a fair statement of Mr. Owen's opinions with regard to certain phases of the Chicago situation.

SILENCE GIVES CONSENT

"Anyone who understands Mr. McAndrew and understands the opportunity he had and threw away, understands why, when he goes, the school people acquiesce with silence. If he had been a competent leader, an educational leader, of these schools and school people you would have got an entirely different story. I think the silence that gives consent in Chicago is the most marvelous thing that ever happened.

"This is not the freakish notion of just a few here. This testimony is the universal attitude . . . That he should go I think is the unanimous conviction of everybody in the Chicago Public schools, and the sooner the quicker.

CHICAGO SYSTEM DEMOCRATIC

"This big city has grown up rapidly and the school system has developed until it is the best-organized and most efficient school system in America from the standpoint of humanity and education and growth and development. I mean specifically the teachers have been more aggressive, more intelligent, more independent, more self-reliant. And the principals are. . . They are more powerful individually and of course they are more powerful collectively.

"I would not know where to go to find teachers so highly effective and organized as they are here. And I believe in that. I will tell you why I believe in it. I do not think that the ordinary teacher in America could have enough independence in Chicago or any other great city to maintain a respectable intellectual integrity unless she had the support of other teachers with her. I think, (individually) she would be so browbeaten and frightened and driven that she could not do anything, and you can not very well handle a great organization of teachers except by open, direct and on-the-table methods. So these organizations have been practical and they have gone ahead and controlled themselves. When you had a poor man at the head and you had a poor Board of Education, you had just as good schools as

you did when you had a fairly good one, because they were not dependent on him . . .

"Our people were recognized everywhere as being able to move . . . They thought those Chicago teachers and principals were . . . an awfully aggressive lot . . . McAndrew's idea was to get them back into their places and keep them there, to make a factory out of the school system.

ATTEMPTS TO FACTORYIZE SCHOOLS

"Nobody objects to being held up to rigid standards, but they do not want to live in an atmosphere of terrorism and fear, which is unnecessary and wrong in principle. And I do not think it is efficient. I don't think anybody thinks it is efficient anywhere. Even the most rigid business people don't think it is any more. They are all trying to build up the spirit and the morale of the group. And he comes in here and deliberately attempts to kill this morale in the public school system, in the finest school system in America.

"The whole situation is pretty clear. He came here with a certain policy, namely to put the superintendent in control of the teachers and principals and make of the public school system what the manager of a factory would expect to have in the way of a factory. I think we ought to have a superintendent of schools that has power and I never heard anyone object to that. What they do want is somebody that uses it intelligently, humanely, and effectively and not dishonestly.

LEADING CITIZENS MISLED

"I meet a good many people who say 'Isn't this an awful situation?' "and I say:

"I don't see that the schools are being touched at all."

"They say: 'What do you mean by that?'"

"Well, so far as I know all the principals and teachers are doing their job. All we know about the thing you talk about is in the newspaper. . . I don't think the schools are suffering a particle."

"Don't you think it was an awful thing the way McAndrew was treated?"

"I said to a man the other day: 'Oh, no, he is the worst failure I ever saw.'"

REPORTS ON CHICAGO SCHOOLS UNFOUNDED

"Why should Chicago begin to lament about the fact its schools are in such a bad situation? He (McAndrew) came in and said these schools were no good

before he ever got here and he never visited them to find out. If Mr. McAndrew had to resort to all the technicalities he employed to find out wherein the Chicago schools were good schools or not after he got here, how dare he come to the city and say they were not good, before he ever employed these means?

"At which times was McAndrew an educator? When he misrepresented the Chicago schools before he ever visited them, or after he attempted to find out by the bungling use of the so-called scientific means after he got here?

"Some of these records in the testimony show that he misrepresented the situation he found in Chicago and then in a brief time he planned a method by which he could show the effect of his own work with the Chicago schools, endeavoring to show that he had brought them up to a high level of efficiency rapidly. He stated he had found them at a low level.

"Mr. Keener, Director of Bureau of Educational Research testifies that Chicago was in good condition . . . in fact above the standard of the United States. He bases this conclusion on standardized tests administered just shortly before McAndrew's arrival under controlled conditions by people trained to give them . . .

SUBMITS UNSTANDARDIZED TESTS

"McAndrew came in and made his own tests without any conditions of uniformity or standardization. His tests were all given under such unintelligent and unfavorable and unfair conditions and they were marked or interpreted so unscientifically and dishonestly and disingenuously, let us say, that they don't amount to anything. And all these conclusions that he drew as to the marvelous changes he had made were paper conclusions, not supported by facts.

"When he used the Ayers writing scale, for example, he marked them 60 or below and marked them poor. Then two years afterwards with children in the eighth grade the class rating 60 or above was marked 100 per cent.

"The fact is he came into a situation where standardized tests were being slowly and certainly and rationally applied in order to find out what help the tests could be in improving instruction. It was being done without irritating, or threatening, or disturbing anybody and when certain schools were below and certain schools were above, then that information was given to the principal for his benefit and the teachers, without drawing hasty and unwarranted conclusions . . . because as a matter of fact what

conclusion you should draw no man could tell except the people who did the work.

FOSTERS FEAR

"For twenty years the whole effort had been to see that you must put meaning into your symbolism before you began to drill on symbols . . . He diverted them to a little stunt training on a few things—drill! drill! drill! drill! to get a certain result and he got it. But when you do get it, it does not mean anything, and it does not stay with the children. It is not of any use to them at all. The awful part of it was that he took a very minor selected part of the total control and life of the teachers and children together, and made the fate and efficiency of those teachers depend on the efficiency of that little thing, and that little thing was a discarded thing when he took it up. . . . The most ironical thing in the whole situation is the fact that they are demonstrating all over America and Europe in psychiatry that the first thing to do is to get the human being to act successfully and that in order to do that you must take the fear out of them . . . He put that fear into them. . . . but what I am trying to say is that his real business was to take it out instead of putting it in.

"Anybody who knows anything scientifically about this world knows he (McAndrew) never got the results he pretended to get in three months under God's heaven unless he found people all very well prepared before he began to work on them . . . The logic of getting that kind of results out of pupils who had not been trained would be ridiculous.

"If the leading citizens don't know any more about the situation they are talking about why should they say anything? . . . They do not really know."

THE CASE AGAINST WILLIAM McANDREW (Mr. Owen's conclusions with regard to the McAndrew Trial)

The case against Wm. McAndrew before the Chicago Board of Education so far as it relates to unsound educational policies charged against his administration as Superintendent of Schools is contained in the testimony of 66 witnesses. It covers the testimony of teachers, principals, district superintendents and others connected with the educational department of the Chicago school system who were called to the witness stand by attorneys for the Board of Education.

This testimony against Mr. McAndrew's educational policies is contained in the transcript of his trial on December 14 and December 20, 1927, and January 4, 10, 24 and 31, 1928.

CONCLUSIONS

A careful reading of this record of testimony warrants the following conclusions based upon the evidence testified to:

FIRST. That the widely advertised record of prog-

ress under Mr. McAndrew's superintendency is impeached on all points by the testimony of those closest to the work of teaching in the Chicago Public School System.

SECOND. That the conclusions drawn by Mr. McAndrew in his reports and public statements as to the marvelous progress he had brought about in the Chicago school system were paper conclusions unsupported by the facts and unsubstantiated by the testimony at this trial.

THIRD. That Mr. McAndrew's entire educational program represented a return to old, outworn and discarded educational theory and practice.

FOURTH. That through threats and fear Mr. McAndrew throughout three and one-half years' tenure as Superintendent irritated and disturbed the entire teaching body and discouraged initiative in both teacher and pupil.

FIFTH. That for more than three years a body of 13,000 teachers has had a vast amount of deadening mechanical drill and useless detail superimposed upon them, and emphasis and attention shifted from character building.

SIXTH. That one month after becoming Superintendent of the Chicago Public Schools, Mr. McAndrew, by means of unstandardized, unscientific tests in mechanical skills, made it appear that the Chicago Public Schools were at a low level of efficiency, whereas the official record of results of scientific, standardized tests given under the direction of, and reported by, the Bureau of Educational Research, less than four months prior to Mr. McAndrew's coming to Chicago, shows the Chicago Public Schools were above the national standard.

SEVENTH. That not only were non-standardized tests of his own making employed, but their results were misinterpreted by Mr. McAndrew and a comparison was made with results of later tests, given under entirely different conditions and this comparison was used as evidence that he brought the Chicago schools up from a low to a high level of efficiency.

EIGHTH. That he repudiated one of the fundamental positions in scientific measurement in education, namely, recognition of the normal distribution curve, and set up in place of this curve an arbitrary standard of his own, namely, an impossible "100 per cent" from every child every day in tests in the mechanical processes of the tool subjects.

NINTH. That the procedure forced upon the district superintendents, principals, and teachers to obtain this impossible "100 per cent" every day from every child was of a doubtful, if not dishonest, character.

TENTH. That these "100 per cent" tests were not only without value educationally but seriously impaired the teaching of the cultural subjects.

ELEVENTH. That the public was misled by Mr. McAndrew's official reports of schools having reached 100 per cent in computation, when the fact was that any school was officially reported and recorded a one hundred per cent school in computation when, in one room in that school on one day every child made 100 per cent in one exercise in simple addition.

TWELFTH. That the "100 per cent" testing program in the mechanics of the tool subjects demoralized the Chicago Public Schools by placing a premium on the employment of doubtful means to secure alleged improvement.

THIRTEENTH. That he sought to make the efficiency rating of both teachers and principals dependent upon unscientific and unstandardized tests of efficiency of the children in certain mechanical skills of little or no educational value.

FOURTEENTH. That Mr. McAndrew gave a committee of high school principals to understand that, in selecting a candidate for District Superintendent to supervise high schools, he would give consideration to certain educational qualifications and requirements for that position, when, prior to this understanding with the high school principals, he had (as shown by the testimony) chosen a candidate for that position who did not meet these requirements and qualifications.

Tribute to William Bishop Owen 1866-1928

Address Delivered by WILLIAM J. BOGAN, Assistant Superintendent of Schools

Reprinted from *Chicago Schools Journal* March, 1928

"Greater love hath no man than that he lay down his life for his brother."

The application of this quotation to the life of a

man sixty-two years of age who died a natural death might seem like poetic exaggeration, but those of us who knew William Bishop Owen intimately, who

knew of his educational work, of his school worries, of his constant desire to give service to others, will accept the quotation, as applied to him, with absolute literalness. He died for his brother. His friends and physicians knowing of his work day by day and night by night, year in and year out for the teachers and the children of this community, knowing of his tremendous energy and his inability to take school life at a gentle pace gave warning that a return to school work would be fatal. He took the risk for the good of the school. He would have done so even though he knew to a certainty what the outcome would be. He preferred death in harness to disintegration through a life of idleness.

WIDE SCOPE OF HIS WORK

His work was international and national, as well as local. He took a prominent part in the councils of the National Education Association, believing that the work of that organization would inure to the benefit of the teachers and children of Illinois. He took a prominent part in the controversy relating to unit versus dual control of education. Many of you know the attempts made by powerful interests to organize a separate system for vocational education practically independent of the regular Board of Education. William Bishop Owen, believing that such a move, if successful, might do great harm to education in general and vocational education in particular, fought it day and night. He fought it in the face of overwhelming obstacles; he fought it in the face of great danger to his prestige, and to his position as President of the Normal College; but he was not deterred by any obstacles or by any dangers. It is to his everlasting credit that largely through his efforts the schools of Chicago, yes, the schools of Illinois, the schools of the nation were saved from a great catastrophe. At that time many people, many great educators looked upon the struggle in Illinois as a tempest in a teapot. They asked, "What difference does it make? Why should Owen and his friends worry about this matter? There is nothing fundamental at stake." He won and now we know that his course has been justified.

NORMAL COLLEGE A MONUMENT

This great Normal College represents the highest ideals of its departed President. During the past six months he has practically reorganized the school without letting the world know it. He worked as never before, presumably fearful that he might not complete his task before his death. Apparently he had

returned from the West with a new vision. His friends will tell you that he showed a new outlook on life. He had conceived new ideas in education and he proceeded to make them effective through a reorganization of this great institution. While engaged in the task he was stricken and died.

It is a sad consolation in a case like this to try to estimate the influence of such a life upon the school system. Try it for your own satisfaction and you will be astonished at the results after making liberal allowance for guesses and other inaccuracies. During the incumbency of President Owen it is probable that from ten thousand to twenty thousand students came into close contact with him, came under his remarkable influence. Multiply this if you can by the number of pupils that came under the influence of these ten or twenty thousand or more teachers and you will gain some idea of the widespread influence of this man.

HIS VALUE IN A DEMOCRACY

This influence is one of the compensations of a teacher's life, the influence that he has on children, on citizens of the community, of the state, of the nation. In a democracy what a tremendous blessing it is that we have teachers, men and women of the character of William Bishop Owen who can inspire the thousands and millions of the community. Without them democracy would soon perish from the earth. We all know that it would be impossible to train independent, upstanding men and women through servile, obsequious, weak teachers forever in fear of dismissal. There is an old saying that a lion was never begotten by a rabbit, a saying that might be paraphrased by another, independence was never begotten by servility. It would be well for every one who believes in democracy to know that the nation will never have the independent citizens so necessary to carry out this great experiment in democracy until we encourage teachers to develop vision, wisdom, independence, and courage.

In the course of years the sayings and doings of William Bishop Owen will become part of a tradition and as the educational world acquires true appreciation of his work his name will be placed beside those of the other great educators of this country. But his intimates will not wait for that time. They know his worth now. Even if he had known that the end was near he might well have said in all modesty, in the consciousness of a life's labor well done, "Lord, now lettest Thou Thy servant depart in peace."

Possibilities of Public School Education In Chicago

An Address Delivered Before the Chicago Forum, January 8, 1928

CHAS. B. STILLMAN, *Past President Chicago Local 2*

Past President and Vice President A. F. T.

There has seldom been a time when the public schools were more in the limelight, or when the public mind was more confused as to the facts in the school situation. And there has seldom been a time when it was more important for the public intelligence to penetrate the smoke screen of non-essentials arising from such comparative side issues as a trial of a superintendent of schools, or a controversy over history texts. Because I believe that the clash of fundamental educational policy beneath that smoke screen, a clash that never makes the front page, will determine the life or the stagnation of public school education in Chicago. In the long run the public will determine the answer, and in a democracy the public should determine the answer.

As a teacher I might be expected to overplay the importance of the schools, but if I ever had faith in the power of the schools to mold society, I have lost it. The schools can not successfully combat the other influences of the community combined. They can be a tremendous and indispensable aid to those other community forces in securing progress—or in resisting progress. The direction is fixed by the community. So I believe that any estimate of the possibilities of public school education in Chicago must be based on the possibilities of co-operation between the public and the schools in the spirit of a mutual sympathetic understanding of the needs and the problems of both.

INVENTORY OF PRESENT CONDITIONS

Any intelligent forecast of future possibilities must always start with stock-taking, with an inventory of present conditions, unpleasant though the process may be. I would like to avoid recalling the acerbities of the past. My whole interest is in constructive suggestions for the present and future, and is in principles, not personalities, but understanding can be achieved only through frankness.

The essential part of an inventory of school conditions can not be prepared by a bookkeeper, or a statistician, or even an efficiency expert. The essential part does not consist of the number, condition, and equipment of school buildings, though that can be very important, or of the cost of upkeep, and certainly not of the superintendent's annual reports.

Since the school functions primarily in the class room contacts of the pupils with one another and with the teacher, the quality of that contact and the atmosphere of that classroom is the vital thing about the school system. If it is stilted, deadened with routine, standardized and mechanized, excessively regimented and autocratic, the teacher becomes a mere cog in the machine, an automaton, and the child is deprived of its birthright as a child, and of the opportunity to develop toward full, free manhood or womanhood according to its capacity.

SPIRIT OF FREEDOM IN CHICAGO

Until comparatively recently the Chicago schools have been outstanding for the spirit of freedom and spontaneity and initiative in the class room, for the democratic atmosphere that pervaded the system. This was so notably true that our system was a constant target for the powerful influences in our city and in the nation which selfishly desires a thoroughly regimented school system turning out a docile, uniform, standardized product, not developed individual human beings, but machine fodder, equipped not with genuine intelligence, but only with such skills as will promote easy, unprotesting absorption into the monster machine of Production which threatens to dominate our country and our civilization.

Our system was also a target for some of the university schools of education because we were not standardized according to their precious formulae, because we were not topheavy with high powered administrators—and what is a great school system for, if not for administration—and because we refused to accept as gospel many of the current theories and methods of their infant science.

HOSTILE LINE-UP A SURPRISE

We knew the power and temper of the enemies of a liberal-spirited, democratic type of education too well to doubt that an attack in force was inevitable, and we were not altogether surprised when it developed during the last four years. But we were surprised by some of the alliances these hostile forces were able to make with many groups in the community. Several years ago when a persistent attack on the physical integrity of our school system was launched in the proposal of a dual system of voca-

tional education, the teachers found many powerful groups fighting successfully with them to save the schools. But during the much more subtle and dangerous attack of the last four years on the educational and spiritual integrity of our school system, many of these same erstwhile liberal and understanding groups have deserted the defenders and supported the attackers. I think the reason is lack of understanding rather than relapse from liberalism, and the development of that understanding conditions the possibilities of the future. The groundwork of facts necessary to an understanding can be secured primarily only from those with first-hand knowledge of classroom conditions day in and day out—and that means the teachers. For it is very easy for an administrator to be charmingly liberal in the press and in public utterance, and exceedingly arbitrary and dictatorial on the job as an administrator.

RESTORATION OF DEMOCRACY ESSENTIAL

I believe that the first essential in building for the future of the Chicago schools is the restoration of an atmosphere of democracy and freedom in the classroom and in the system. For years the schools have been stifled by the discouragement of initiative, the elimination of democratic teachers' councils, and the imposition of an inspectorial type of supervision which made for mechanization and rigidity in every phase of school life. You may have heard it charged, as I have, that this is simply the natural reaction of soreheaded teachers and principals, who are rudely disturbed in the course of an easy life. Any denial of mine would of course be discounted. Let me quote, then, as I do rather frequently, from two outstanding recognized authorities from Columbia University, certainly not a radical institution. Of this disastrous tendency, John Dewey says:

"In the big cities, they (public schools) are, by and large, big scholastic factories, efficiently managed for the American commercial specialty—mass production of standardized products at low cost.

"In the name of scientific administration and close supervision, the initiative and freedom of the actual teacher are more and more curtailed. By means of achievement and mental tests carried on from the central office, of a steadily issuing stream of dictated typewritten communications, of minute and explicit syllabi of instruction, the teacher is reduced to a living phonograph.

"In the name of centralization of responsibility and of efficiency and even science, everything possible is

done to make the teacher into a servile rubber stamp."

Professor Kilpatrick of Columbia corroborates:

"How can you expect teachers to think when they are tied hand and foot? To tell a teacher what she shall teach and when she shall teach it, and to count success to be only and exactly that children shall successfully pass these mechanical subject-matter tests—all this I say is to treat a teacher as a factory operative.

"Under such a regime a teacher may be a skilled artisan, but an artist and thinker, no. She has no chance. In fact she is not expected to think."

FACTORY METHODS MUST GO

I submit that any real progress must be predicated on a reversal of that direction of school policy. Surely it is a tragic blunder to reduce teachers to the spirit of obedient clerks who feel no joy in their daily efforts. For teachers, however conscientious, who are content to let their work be made formal, can never create an environment in which boys and girls will find an incentive to significant achievement. Knowing the possibilities, yet bound by conditions that hinder their development, and often even compelled to teach by methods which they disapprove wholeheartedly, some teachers become indifferent, or cynical, or rebellious, and others are filled with a dangerous despair. It is a fearful responsibility to run the risk of destroying the spirit of the good life at its source in the hearts of children—even when it is done under orders.

Also, if pupils are to be prepared for citizenship in a democracy, they must live in a democratic school atmosphere. Professor Kilpatrick again has some very pertinent and trenchant observations that can scarcely be quoted too often:

"If we are going to make a success of our democratic experiment begun (formally) about 1776, we must have a type of education that fits democracy. A democratic society should have a democratic school system, and in this system a democratic method will play a most important part."

SOCIAL VALUES LOST

"A regime that is content with assignment-and-testing-under-penalty will tend to restrict itself to the things that can be so assigned and tested, which means that there will be small consideration for the attitudes out of which are the issues of life. . . . The general assignment-testing practice lends itself most easily to the authoritative management of teachers. The administrator, because he must succeed as

an administrator, almost inevitably seeks a plan that can be mapped precisely in advance, where precise expectations can be laid down, and precise checks made on results, so that responsibility is exactly located. That this defeats the purpose of education is not usually perceived either by the administrator, or by his board or by the parents."

An obvious obstacle to progress is the tendency to impose upon class room teachers the results of thinking done by experts, of more or less genuineness, in lieu of encouraging them to think for themselves. Some administrators tell teachers in effect to put their conscience to sleep and obey orders without protest like good soldiers.

A high school principal has actually been known to rebuff a teacher who in connection with certain instructions was raising the question of whether the interests of education and the welfare of the pupils would best be served in that way, with the amazing declaration that they were not concerned with the interests of education or the welfare of the pupils but only with the receiving and carrying out of orders! Co-operation a la the army could scarcely have a better illustration.

MILITARY HIERARCHY MUST GO

Perhaps the most alarming phase of the current tendency is the adoption in the organization and conduct of the school system of a hierarchy, and attitudes, and methods patterned after the military. The military mind, essential as it sometimes may be, is inescapably authoritative and bureaucratic, and is therefore the negation of the educational attitude. True education must be a co-operative "leading out" and not a process of authoritative driving, although the necessary qualifications for drivership are indefinitely less exacting than those for leadership. This is equally true whether applied to teachers in their relationship to pupils, or to administrators and supervisors in their relationship to teachers. And it is too often forgotten that the atmosphere surrounding the latter official relationship, whether democratic and co-operative, or authoritative and military, will inevitably be reflected in the atmosphere and spirit of the classroom.

Last week at the conference of scientists at Battle Creek, in a paper on newer values in education, Professor O'Shea of the University of Wisconsin said according to the press:

"Militarization of system in education has been abandoned, and in its place may now be found, even

in Germany, spontaneity and freedom, which are more favorable for mental and nervous health and stability."

That is a needed note of encouragement, though Chicago teachers during the last few months have commenced to feel an easing of bureaucratic pressure.

It is of course freely granted that there must be the exercise of a certain amount of authority in any system, but fortunately there is such a thing as a democratic technique in the exercise of authority which is commonly called leadership. And there can be a piling up of red tape, of a harrowing multiplicity of reports, of bureaucratic procedure, of inspectorial supervision, of emphasis on mechanical details and non-essentials, of cumulative petty irritations, all in the name of authority and even of efficiency, to the point of strangulation. And most of that can be cleared away, and I am optimistic enough to believe will be cleared away, as an obstacle to the real education of Chicago's children.

SIZE OF CLASSES AND TEACHING LOAD

I have concentrated on what seems to me the essential underlying basis for progress almost to the exclusion of other matters of school policy which are also crucial. The size of classes and the teaching load have been insidiously creeping up and up until teachers are thoroughly disheartened in a situation made educationally impossible by sheer numbers. Increasing size of buildings up to enormous administrative units of five thousand pupils make factory methods and deadening bureaucratic emphasis of administrative detail inevitable. And unavoidable in any discussion of educational progress, the inadequacy of present school revenues to maintain the schools at even their present intolerable level of overcrowded classes and teacher load must be remedied. And if the community honestly desires real educational oppor-

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tunity for its children, it must find sufficient increase in revenue to provide substantial reduction in the size of classes, and the number of pupils among whom a teacher must distribute his energy during a day. I think you may permit me merely to suggest also that the community should provide compensation for its teachers sufficient to meet the demands of their position, and to attract and retain the type of men and women it wants in the schools.

DICTATORSHIP VS. DEMOCRACY

I spoke at the beginning of a clash of fundamental educational policy in the school situation, which at the moment even dwarfed a textbook controversy that ordinarily would easily be a major professional and social issue itself. Let me close with another reference to what I believe will be the basic struggle of the American people during the life of the rising generation—the struggle between traditional democracy with its regard for the individual, and some form of dictatorship with its tribal insistence on conformity, though such dictatorship might easily camouflage itself in the trappings of democracy.

I can accord the rights of belligerency in the field

of social controversy to those who believe democracy is outworn and a failure—though how anything can be outworn when it has scarcely been tried may be a puzzle. I know that in many parts of the world that has become the dominant political faith with Mussolini as its prophet. I know that it has many powerful adherents in this country. And I recognize that if some form of dictatorship, industrial or political, should ever be substituted for democracy as the social philosophy of the American people, and there are disquieting indications, then the public schools, belonging to the people, in conformity, would necessarily focus on standardization, rigid regimentation, and efficient preparation for the living death of the human spirit that would then be American life. Then there would need be Mussolinis of various sizes and degrees not only in political capitals, but in school superintendencies and principalships all over the land.

But that time has not come. And the alert people of Chicago, in co-operation with the teachers of Chicago, must see to it that our schools are not subtly used to hasten its coming.

Democracy Returns to the Chicago Schools

EQUALIZATION OF THE TEACHING LOAD

The problem of the increasing number of students assigned to each teacher in the Chicago High Schools has disturbed the members of the Federation of Women High School Teachers for several years. We have watched the official ratio of pupils per teacher raised from thirty-one to thirty-five in the past two years. We saw the junior high school ratio established at thirty-seven. We have felt what it means to try to teach and inspire two hundred and fifty to two hundred and seventy pupils every day. We have seen that this overcrowding in the classrooms throughout the city produces results harmful to the student and the teacher alike. For these reasons, the Executive Board and individual members of the Federation have devoted much time and energy in bringing to the attention of those in authority and of others interested in education the detrimental effects of the over-large class.

We have gone further. Over a period covering more than a year we made investigations, examined programs, and compiled data. Our committee met in

discussion with the Board of Superintendents. We conferred with the Superintendent and the Assistant Superintendent. Finally we formulated a series of definite suggestions which we presented to the Director of Administration of the Board of Education on December 13, 1927.

Our suggestions are here printed:

SUGGESTIONS TO IMPROVE THE EFFICIENCY OF OUR SCHOOLS BY EQUALIZING THE TEACHING LOAD

These suggestions, offered by the Federation of Women High School Teachers, apply only to the departments of English, History, Mathematics, Foreign Language, and General Science in the High Schools.

RECOMMENDATION FOR THE TEACHING LOAD

1. A maximum of five classes per day for each teacher.
2. A maximum of 200 pupils to be taught per day by each teacher, this maximum to be reduced to 175 as rapidly as possible.
3. One completely free period each day for teachers of every subject. Two completely free periods for all teachers of English.
4. Assistants to the principals and deans of boys and girls to teach part time, in accordance with the rules and regulations. (See Superintendent's Bulletin No. 5, Aug. 29, 1927.)
5. Administrative assistants to continue to count as one-

half teacher, and to carry one-half of the teaching load required of others in their department.

RECOMMENDATIONS FOR SCHOOL SERVICE

Under this head are to be included all those school activities not considered as direct and actual teaching.

Of these, some require the expenditure of so much energy as to be the equivalent of a class. No teacher is to have responsibility for more than one of these forms of service, so that no teacher will have fewer than four regular classes.

A. School Service considered the equivalent of one class.

1. Supervising the preparation of publications.
2. Supervising a large study hall in conjunction with the additional management of a division of students.

B. School Service considered NOT the equivalent of a class.

Under this head is to be included a type of school activity requisite for the complete functioning of the schools, but requiring the expenditure of less energy than teaching. Since an accumulation of these militates against efficiency in the classroom, no teacher should be responsible for more than two of these forms of service. In that way, responsibility for these activities will be shared equally by all the teachers in the school.

1. Teaching of extra small groups of weak students.
2. The routine work of a division of students.
3. A study period in a classroom.
4. Supervision as sponsor or adviser for each of the
 - a. Class organizations.
 - b. Departmental clubs.
 - c. Social clubs.
5. Supervision of finances for school publications.
6. Supervision of lockers.
7. Supervision of free text-books.
8. Acting as chairman of a department. The chairman is to be elected annually by the members of the department. The work of that chairman is to be considered the equivalent of a class only when that work is the actual organizing of the department.

On December 16, 1927, the president, Miss Berolzheimer, was requested by the Assistant Superintendent of Schools, Mr. William J. Bogan, to appear before a meeting of all the high school principals. She presented this list of suggestions to the assembled group, and explained the position of the Federation of Women High School Teachers on the question of equalization of the teaching load. Statistics compiled from the teachers' program cards for the semester and read by Miss Connery, Director of Administration, showed conclusively the necessity for the reforms which we had suggested. The data included such facts as (1) that 172 teachers have daily loads of more than 200 pupils and (2) that 26 teachers

had no classes whatsoever. Discussion followed. The result of the conference was a request from Mr. Bogan to the principals that as many of these suggestions as possible be embodied in the school programs for the next semester.

IMMEDIATE RESULTS SEEN

That conference marked a historic moment. For the first time in nearly four years the teachers of Chicago were permitted to speak through the voice of their own chosen representative, and to present conclusions drawn from their actual classroom experience. The principle of democracy had been reestablished in the Chicago schools.

The result of the summary of data sent out by the District Superintendent in charge of High Schools appeared immediately in some schools. At Roosevelt High, the entire school, this semester, was organized on a basis of five classes instead of six. Classes of sixty were *divided*, where possible, not *reduced*. Classes of fifty were reduced. Teachers' class averages dropped from forty-five to thirty-seven. At Harrison, over-large classes were reduced by tens, instead of by ones or twos. At Lake View one teacher with a teaching load of two hundred and twenty-three last semester has one hundred and eighty-two this semester. In several schools the quota of teachers allowed by membership was filled for the first time.

Our work must continue. At present our committee is busy checking on teachers' programs for this semester, in order to determine present teaching loads. We have had the fullest co-operation and sympathy from Mr. Bogan, the Assistant Superintendent, from Miss Connery, the Director of Administration, and from others in the Education Department of the Board of Education. The teachers have assumed their rightful position in helping to improve the conditions under which they teach, and their self-respect and their respect for their work has increased in proportion.

BEULAH BEROLZHEIMER,
President Local No. 3.

ELIMINATION OF LIMITED CERTIFICATES

Teachers holding limited certificates in Chicago senior high schools were previously handicapped in passing promotional examinations into the general certificate group, but they have recently received the desired relief, through unusual co-operation between the Board of Education and committees representing the Chicago Federation of Men Teachers.

With the introduction of new subjects into the secondary school curriculum, it was at first difficult to procure teachers with the combined educational and special training necessary to teach the new subjects. This has led to two salary standards in Chicago senior high schools. A limited certificate, recognizing a teacher's ability to teach the technical and com-

mercial subjects, has carried with it a maximum salary standard of \$500.00 per year less than that given to the teachers of academic subjects holding degrees.

The Federation of Men Teachers recognized the inconsistency of continued discrimination in salary and subject standards, prevailing long after the technical and commercial studies had become permanently recognized as regular subjects in the senior high school curriculum. A committee made up of teachers of academic and technical subjects and holding both general and limited certificates was appointed to study the situation. An impartial study was made and the findings, with remedial recommendations, were presented to the Board of Education.

EXAMINATION QUESTIONS CHANGED

The report advised that, since at this time teachers with both technical or commercial training and with the prescribed academic training as well could be procured, provision should be made to eliminate the limited certificate and submit only general certificate examinations for teachers of subjects included in those branches of education.

In order to carry out such a plan successfully it was suggested that the examination questions for teachers of these subjects be changed, so as to conform in difficulty with the academic general certificate examinations, but be adopted to practical applications of problems involved in theories relating to the major subjects.

To provide for those teachers in the service holding limited certificates and at maximum salary for that group, it was proposed that with a satisfactory teaching record, they be admitted to the non-academic general certificate group and by presentation to the Board of Education of one major credit of university or college work, each year for five successive years, receive a \$100 per year increase in salary until

the maximum salary of the general certificate group is reached.

EDUCATIONAL DEPARTMENT GRATIFIED

The plan as submitted by the Federation of Men Teachers was adopted by the Board of Education, and during the past year one hundred thirty-six teachers holding limited certificates have taken advantage of the new ruling. Of this number one hundred one teachers have presented the required credit for the first year, and are now benefiting to the extent of the first \$100 per year increase, and the remaining thirty-five are presenting credits so that they will be eligible to continue to the general certificate maximum salary after one year only at the present limited maximum.

This plan has provided the type of educational study most beneficial to the teachers, and the Educational Department enthusiastically states that ninety teachers of the group of one hundred one presented to the Board of Examiners credits for university and college educational courses, and the remaining eleven teachers received credit for curriculum revision work.

Committees from the various departments representing the technical studies, have compiled and submitted to the Board of Examiners, through the Federation of Men Teachers, typical examination questions in various technical subjects for future teacher examinations.

Through unusual co-operation between the Chicago Federation of Men Teachers and the Board of Education, this problem, that had appeared to be so difficult of solution for a number of years, has been satisfactorily solved, and a precedent has been set which well illustrates what the American Federation of Teachers understands by Democracy in Education.

W. E. HILL, *Chairman,*

Committee On Technical Education,
Local No. 2.

Launching Local No. 199

The most auspicious social and educational event of the year for Chicago Teachers occurred Friday evening March 2, in the dinner given by the three Chicago Locals, No. 2, No. 3 and No. 199, the newly chartered Elementary Teachers Union.

Over six hundred people, labor-leaders, educators, teachers, principals, board members and friends of the teachers—the largest and most representative educational gathering ever held in Chicago—packed the rooms of the Men's City Club for the first public

appearance of Local No. 199.

For nearly ten years elementary teachers in Chicago have had no affiliation with labor, and there was universal public rejoicing over their entrance into the fold. Everyone talked of the need for labor affiliation, the necessity of organization, and the important power wielded by teaching groups working together in the solution of their common problems.

Nothing could better indicate the wise guidance

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which Locals No. 2 and No. 3 have had for the past two years under their respective presidents, James A. Meade and Beulah Berolzheimer, than the presence at the dinner, with hearty expression of good will, of all factions, complexions, and shades of thought in the educational public opinion of Chicago.

After a short word of welcome by Miss Berolzheimer, and the presentation of the program of action of Local No. 199 by its president, Agnes Clohesy, Mr. Meade, the presiding officer, introduced Professor Robert Morss Lovett of the University of Chicago and of *The New Republic*, who was the principal speaker of the evening.

ADDRESS BY ROBERT MORSS LOVETT

Mr. Lovett brought greetings from the New York Local, to which he belongs. In his talk he emphasized the need for organization as an expression of democracy which he says is on trial the world over and must prove its worth unassisted by the short-cuts to efficiency afforded by the dictatorships of Fascism or Bolshevism.

"Those of us who believe in democracy," he said in part, "because we like to live in a democratic world, because the values of life as we see them can be preserved in a democratic world, those of us I say, who have that personal faith and hope in democracy, must not delude ourselves, we must not for a moment under-rate the importance of the social experiments which are going on in other parts of the world. For one thing, the Dictatorship, whether it be of Mussolini or of the Soviets, has one great advantage over democracy, in that it can employ experts. And it has a second advantage in the matter of efficiency over democracy, it can conscript the entire population, it can put the population under control of experts and can accomplish a feat of organization that is comparable to the hive of bees or the hill of ants or the island of the coral workers. It can accomplish a feat of organization in the direction of efficiency that democracy cannot pretend to. The essentials, however, of life and the essentials of society—of social efficiency—must be taken care of under democracy, and they must be taken care of by voluntary action. Democracy must do through the voluntary co-operation of its members what the Dictatorship does by fire, by command.

SCHOOLS THE HOPE OF DEMOCRACY

"Now, how are we to bring about that spirit of co-operation—that spirit of voluntary co-operation—which will result in the accomplishment of this fundamental social purpose? Do you suppose that Mussolini would undertake to keep his Dictatorship alive in Italy without the support of the schools? Of course not. His schools teach Dictatorship, they teach Fascism. Do you suppose the Communists in Russia would regard their regime as having any stability or strength unless they controlled the schools in the interests of Communism? Certainly not. The hope of Russia in the future is in making Communists of the pupils of the schools, and I may say that I think the hope of democracy is in making democrats of our pupils, using the schools as nurseries of democracy, and I do not feel the least ashamed of declaring that that is the main purpose of our schools, when you consider that under a democracy, Dictatorship, Communism, or other forms of government have a right to appeal by public discussion to the public vote. I feel that democracy, more than either or more than any other form of government has the right to claim for its own the public schools. Now, what is essential in our public schools to make them real nurseries of democracy?"

Here Mr. Lovett discussed the four essentials of Democracy presented by President Eliot of Harvard, (1) a belief in and respect for freedom of opinion, speech and discussion, (2) a thorough skepticism toward propaganda, (3) a recognition of special ability and willingness to subordinate one's own will to the judgment of experts and finally (4) co-operation. Then he continued:

TEACHERS MUST ORGANIZE

"Now, how are we to bring about—how are we to have—in our public schools, a spirit which will insure these four requisites of democratic education? Well, obviously we can't have those things, we can't spread that doctrine among our pupils unless the teachers are already imbued with that doctrine, unless they are already free men and women and devoted to the principle of freedom, until they themselves are free from any suspicion, any danger of following after propaganda, until they are willing to submit their judgment to the experts, until they are co-operative. And I will say that the way to bring about this movement among the teachers is through organization. Such a movement must start from within. It must come about through the education of the teachers themselves, through their organizations, and I should be willing in the last analysis, and possibly even before we come to the last ditch, to turn over the schools to the teachers for their direction and management. If it were a question of giving up the democratic ship because we haven't any crew to manage that ship, I would call upon the teachers. I would say, 'See here, this is your job, your job more than any other class in the community. You are better able to fulfill it. The hope of democracy is nearer to you than any other single group.' And I should have the very greatest confidence that that remedy would be sufficient even if democracy were in greater danger than it appears to be at present. I should distrust teachers as individuals just as I should distrust individuals generally, but I believe that teachers organized can develop a spirit of responsibility, a spirit of co-operation which will make that experiment a success.

"Wherever I meet teachers in organization I have a new lively faith in the future of democracy to be worked out very largely, I believe, through the reinforcement of democratic forces, which we shall achieve through the teachers organized in connection with the trade union movement of the United States."

ADDRESS OF JOHN FITZPATRICK

The second speaker was John Fitzpatrick, president of the Chicago Federation of Labor. After telling how glad he was to be present at a meeting "for the purpose of getting more light and more understanding, for the better common interests of all teachers," he outlined the organization of the American Federation of Labor explaining its tremendous democratic possibilities:

"... it is the effort of the American Federation of Labor to bring the workers of any particular line of activity into their own organization on a national basis and then to leave all affairs in connection with that particular occupation in the hands of the men and women who are involved in that occupation. I don't know that there could be anything more democratic than that. The levying of the fees, the expenditure of them, the mapping out of the program, the laying down of the laws or of the declarations, and everything else that the workers in that industry believe to be to their best interests, are absolutely and wholly within their own making."

He showed how questions of hours and wages are really questions of human life about which we cannot afford to be indifferent.

PAUL DOUGLAS SPEAKS

The third speaker, Professor Paul Douglas, talked about the desirability of making the teaching profession a free profession, and of the power of organization to effect freedom.

"There will be conflicts of opinion, there will be differences, but out of the clash of differences there will ultimately come a synthesis, a moving on to newer, greater truths, and it is chiefly for that reason, I think, that I favor the organization of teachers everywhere, from the cradle to the university, so that education may indeed be free and so that the human spirit may be free. It is a collective enfranchisement which we must secure, it is a collective freedom to which we must attain."

ADDRESS OF JOHN ENGLISH

Mr. John A. English, vice-president of the Chicago Board of Education and a member of the Chicago Typographical Union, was the next speaker.

Mr. English talked about recent conditions in Chicago:

"Probably the main reason that you want to get together is for more freedom of expression, more democracy in the teaching profession of Chicago. You haven't had much of it, but you have had a lot of it taken away from you. I am very pleased with the platform that you have presented here this evening. I think it is just, I think it is reasonable, I think it is workable. But you have had things happen to you, and probably that is one of the reasons you had impossible tasks thrust upon you. I will submit that there was not a very good feeling in the schools of the City of Chicago when you were asked to go out and do things it was impossible for you to do, when you were asked to get these 100% tests and things of this kind that you knew were impossible, and probably had for its purpose making teachers turn in false reports in order to please somebody who wanted to make some sort of a showing and you didn't want to do that. Probably there were many other reasons why you wanted to organize, and I probably could enumerate many of them but I don't propose to do that.

"I have never met with a more sincere and a more honest and efficient body of people than I have met with in the teaching force of Chicago, and I think it is a crime against the educational activities of the City of Chicago when all of their efforts were thrown aside and spurned and they were not even given a hearing. Maybe that is one of the reasons that you have organized, because you won't ask for a hearing; you will demand a hearing and you will get it. I don't want to bring any indictment, I don't want to bring any charges against anyone in particular," (laughter) "but I want to say that I am very glad to have this opportunity. I am just going to say to you that if I have been of any service to you it has been one of the pleasures of my life, it has been one of the greatest pleasures to have met with the group of people that I have come in contact with during my connection with the Board of Education, and I know that insofar as an organization of the teachers union is concerned, that is assured right here this evening."

ADDRESS OF MR. MULLENBACH

Mr. James Mullenbach, another member of the Board of Education and friend of the organized teachers, followed Mr. English. He said in part:

"I think all of us who appreciate the value of organization were quite thrilled, at least I was, this evening, as I listened to the statement that was read us, as I listened to the leader of your new union, your new organization. I think that that was a platform of principles that ought to be a standard and a star toward which your whole organization will be moving, and I don't say that because they mention school councils as the first item on the program, but it is one of them, and I

think we all rejoice over the fact that you have such a clear cut view over the path that you have to travel. It isn't going to be an easy one. Organizations don't get together without pressure. That is certainly true outside of the school system. You know the Master said that the 'Kingdom of heaven is taken by violence' and some folks never get in unless they are kicked in. That ought not to be true of teachers. They ought to be enlightened enough to go in on their own initiative, their own power, without having to be compelled to go in by force.

"I want to thank you for the opportunity of being here at this hour and having the encouragement and fellowship which comes from association."

OTHER ADDRESSES BY REPRESENTATIVES

Two other representatives of Labor spoke. Mr. Fitchie of the milk-wagon drivers represented the State Federation of Labor and particularly its secretary, Victor Olander, who was obliged to be absent because of business outside of the city. Mr. Fitchie encouraged our newest local by his inspiring story of what his own local had accomplished in the face of adverse public opinion and other nearly insurmountable obstacles. Mr. Collins, secretary of the Electrical Contractors' Association, presented his good wishes, offered us his services, and spoke particularly about better teaching facilities for the building apprentices at present attending continuation school in Chicago.

ADDRESS BY MRS. F. C. HANSON

The meeting was ably and fittingly concluded by the address of the Secretary-Treasurer of the American Federation of Teachers, Mrs. Florence Curtis Hanson, who extended the hand of invitation and welcome to those who might be present without having yet joined our organized groups, and told us all good tidings of the growth of our movement throughout the country. She concluded her remarks with the following:

"It was a glorious moment when the Chicago teachers of No. 199 joined themselves with the one force that recognizes the fact that schools exist for children and not children for schools, that asks nothing of the schools but an education for children, that is battling for social betterment. These teachers joined themselves with a force that has arrayed itself against the enemies of mankind: disaster and waste and crime and poverty and mal-adjustment and ignorance and inhumanity and war. The habit of courage, not of fear, makes for your happiness, and I say to the Elementary Teachers Union of Chicago that because it has joined itself to this force it will be blessed as well as courageous."

Certainly the real spirit of the Chicago schools emerged that night after four years of pitiable suppression.

The meeting was a thorough inspiration to all who were present, and one upon which the teachers of Chicago and indeed of the country at large may well congratulate itself. The auspicious beginning augurs well for No. 199, and No. 2 and No. 3 certainly wish her luck.

Some Objectives of the Elementary Teachers Union

Address by AGNES B. CLOHESY

President E. T. U., Local 199, at the Dinner Meeting of the Chicago Union Teachers, on March 2

I consider it a very great privilege to come before you this evening as a representative of the Elementary Teachers Union. I think it is a momentous occasion when the three unions of teachers in our city schools can come together on the common ground of their labor affiliation.

Our organization is young, having only a few months' existence to its credit. It is vigorous, and its vigor is apparent in its program of action. This program of action has twelve planks. It stands for, among other things:

1. The re-establishment and official recognition of self-governing teachers' councils, meeting on school time, for the purpose of utilizing the experience and initiative of the teachers in the conduct of the schools, the recommendation of such councils to be made a matter of official public record.
2. Adequate upward revision of salary schedules.
3. Maintenance and protection of the present pension system.
4. Alert vigilance in the protection of security of tenure during efficiency.
5. Reduction in size of classes to make possible effective personal contact between teacher and pupil.
6. Equitable enforcement of present tax laws, combined with persistent effort to secure modernization of our revenue system.
7. Revision and modernization of the taxing system to provide adequate school revenues and practical effort to provide revenue under provisions of the present law pending permanent revision of the present taxing system.
8. A reversal of the tendency toward mechanization in school procedure.
9. The freeing of teachers from the increasingly intolerable burden of red tape and clerical work for what should be their main function, teaching, through the simplification of records and procedure, and the placing of transferable clerical work in the hands of clerks.
10. The placing of supervision on a constructive co-operative basis.
11. Prevention of legislation tending to restrict

truthful teaching in the social and natural sciences.

12. Endorsement of the spirit and principles of the American Federation of Teachers as exemplified in the Preamble to its Constitution.

"We believe in democracy, and in the schools as the chief agency of democracy.

"We believe that the schools have failed in their fullest attainment because of undemocratic administration, adherence to tradition, and lack of responsiveness to the needs of the community; and that the teachers must find the remedy, if it is to be found.

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

"We believe that the teacher is one of the most highly productive of workers, and that the best interests of the schools and of the people demand an intimate contact and an effective co-operation between the teachers and the other workers of the community—upon whom the future of democracy must depend."

Teachers holding elementary teachers' certificates who are in good professional standing are eligible to membership in our organization.

Now, as to the question—"Why should the elementary teacher join a labor union?" Everywhere it is conceded that teachers may join, in fact, should join, associations which make special study of a particular subject, such as associations of history teachers, English teachers, cooking teachers and so on. Each one of these associations emphasizes the isolation of the teacher from the rest of the community, sets the teacher apart from other members of society. But in a labor union and through its affiliations, the teacher makes contacts and develops interests in common not only with other workers and producers in the immediate community, but also with that vast group of workers which comprise our nation. Thus the labor union is the gateway to the humanizing of the teaching profession.

We agree with a distinguished educator that the time is not far off when the burden of proof will be on the non-union teacher to justify her failure to join

other workers and producers in the community for the common good—"When the question will not be, Why should I join the Teachers Union? It will be, Why should I not, or why has not this person and that person done it? The time will come when the principle of organization and co-operation and the

recognition of common interests of all of those who work in any way, whether mostly with their head or with their hands, or mostly with their voice, will be so clear that the explanations and the apologies and arguments will have to come from those who are not members of the Teachers Union."

Sabbatical Leave of Absence

On August 3, 1927, the Chicago Board of Education passed a rule for Sabbatical Leave of Absence for Chicago Teachers which includes the following provisions:

Leave is granted for a period not exceeding one school year and not less than one-half school year, for any or all of the following purposes:

- Study along lines relating exclusively to schools and school work.
- Travel which shall not involve financial remuneration or benefit.
- Observation of schools and school work outside of Chicago.

This leave may be granted at the completion of seven years or more of continuous satisfactory service and at the completion of any subsequent period of seven years of such service; preference is given to those who have reached the maximum of the salary schedule, seniority in service being the deciding factor between applicants meeting the other general requirements.

The teacher on leave is paid the salary which he or she would be paid for regular service, less the amount paid the substitute teacher. Upon expiration of leave the teacher is re-assigned to the position formerly occupied, upon presentation of satisfactory evidence that the period of leave has been utilized in good faith for the purpose for which it was granted.

NUMBER TAKING LEAVE

During the first semester that the law existed forty-five teachers took advantage of it, and in the present semester one hundred sixty-seven teachers are out on Sabbatical Leave.

Because Mr. John A. English, the labor representative on the Board of Education, was a staunch advocate of the law, and because the Presidents of Locals No. 2 and No. 3 appeared before committees of the Board to urge its adoption, we teachers affiliated with labor feel especially responsible for its passage.

PASS RESOLUTION OF APPRECIATION

It was on this account that at the meeting of Feb-

ruary 17, 1928 the Federation of Women High School Teachers unanimously approved the following resolution in appreciation of the Sabbatical year. Copies were sent to each member of the Board of Education:

Whereas, The rule for Sabbatical Leave of Absence has now been in operation for one semester; and

Whereas, Many teachers have enjoyed or are now enjoying the opportunities for professional improvement that Sabbatical Leave affords; therefore, be it

Resolved, That the Federation of Women High School Teachers express to the Board of Education its deep appreciation and gratitude for the advantages made available to teachers under the rule for Sabbatical Leave of Absence. Furthermore, the Federation wishes the members of the Board to know that the passage of this rule has had a salutary and inspiring effect upon the morale of the teaching force, and that, because of the possibilities for professional development opened to the individual teacher, the entire educational system of Chicago will be benefited.

Chicago News

ELEMENTARY TEACHERS UNION OF CHICAGO LOCAL 199

The need in Chicago for a group of elementary teachers within the labor movement has long been felt. Accordingly, on May 10, 1927, the Chicago Teachers Federation which had previously held a charter as Local 1, was formally invited by letter to renew its affiliation with the American Federation of Teachers. After a wait of five months, no reply to this invitation had been received. On October 13, 1927, therefore, a group of elementary teachers organ-

ized, and were granted a charter as the Elementary Teachers Union, Local 199.

This local admits to membership all elementary classroom teachers. Their primary aim is to work in the cause of education, and in the protection of the interests of teachers. They realize that no better channel exists than by affiliation with the labor movement, which has an advanced educational and social program.

The older Chicago Locals, the Federation of Men Teachers No. 2 and the Federation of Women High School Teachers No. 3 have been keenly interested in the program of No. 199, and have made every effort to assist the new organization. On March 2, 1928, a dinner meeting was held at the City Club to launch the new local. This very enthusiastic gathering resulted in many new applications for membership. Local 199 now includes among its members a goodly number of the elementary teaching force, and is gratified by its steadily increasing membership.

The officers of this new organization are: President, Agnes B. Clohesy; Vice Presidents, Elsa Wolf, Edyth Brogan, Anna Goebel, Mae Reed and Helen Orrell; Secretary, Florence B. Green; Treasurer, Evelyn Ownby.

Local 199 has affiliated with the Chicago Federation of Labor and the Illinois State Federation of Labor.

The coming year promises to be a banner year for the new local, and every effort is being made by the members and interested friends to build up a large organization which will make a real contribution to the educational and civic life of Chicago.

FLORENCE B. GREEN, *Secretary*.

* * * *

VOCATIONAL GUIDANCE BUREAU

The Vocational Guidance Bureau of the Chicago Board of Education is gradually developing an educational and vocational guidance service which, it is hoped, will eventually be available to all young people in the public schools. At present the staff consists of a director and 29 advisers, 7 assigned to the Central Office and the others doing counselling in the 14 Junior High Schools and in 13 of the 24 Senior High Schools.

At the Central Office the Bureau maintains a Placement Division for the use of boys and girls who leave school to go to work. A special effort is made to find employment for high school graduates and for handicapped children. An Industrial Studies Division is charged with gathering accurate occupational and

industrial information and presenting it in printed and mimeographed form for the use of teachers, advisers and pupils.

The counselling programs in the schools include orientation of incoming pupils, advising students in regard to courses of study and choice of electives, giving vocational information, interviewing "drop-outs," and individual case work with failing pupils and problem children. Graduating students are informed as to opportunities for employment or college entrance requirements. The programs vary somewhat according to the needs of each particular school organization.

Feeling an identity of interest with the members of the teaching staff and the advantages to be gained from closer association with them, the advisers, all of whom hold General High School Certificates, are joining the ranks of the teachers' organizations. Of the 27 advisers who have finished their probationary period and are, therefore, eligible to membership, 21 are already members of either the Mens' or the Womens' Federation, and several others have indicated a desire to join. From this affiliation has resulted a better understanding in each group of the other's problems and a sense of solidarity which could not otherwise have been achieved. In addition, the Federations have been working actively toward securing a salary schedule commensurate with the certificate required for vocational advisers, who are a group at present too small numerically to be effective in securing the adjustment in its own behalf.

RUTH M. BARTLETT.

* * * *

WHY THE JUNIOR HIGH SCHOOL TEACHERS ARE JOINING THE UNION TEACHERS

The Junior High School teachers are affiliating with the Federation of Women High School Teachers, and the Federation of Men Teachers as they recognize how directly such a move is going to benefit them. First, such affiliation is a marked step toward uniting the Junior and Senior groups in interests pertaining to their really allied problems, and in giving each group an understanding of what the other group is already doing and what they hope to do. The Junior High teacher is realizing that the Federations are making a concentrated effort to better working conditions by asking for a lighter teaching load and by trying to bring about a better salary scale. The direct advantage of being affiliated with Labor makes it possible to receive at first hand such information as

(Continued on Page 27)

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AMERICAN FEDERATION OF TEACHERS

ORGANIZED APRIL 15, 1916

Affiliated With the American Federation of Labor

A few years ago I went over a good many of the documents in that field and I say without any fear of contradiction that there is no organization in the United States—I do not care what its nature is—that has such a fine record in the program of liberal progressive public education as will be found in the printed records of the American Federation of Labor

JOHN DEWEY.

SCHOOL WHO—OR WHICH?

One of the delights of Professor Manniche's article in the February AMERICAN TEACHER was his use of the relative "who" in referring to school, "The high school, who should neither become officials or scientists, but farmers, tradesmen, artisans, etc." It would appear that in Denmark it is generally accepted that the teachers and the students make the school, not as too generally in America the building and equipment.

We have many things to learn from this Danish experiment in education. One of them may be the recognition of the true nature of a school. We may, from observing this movement, relearn the Mark Hopkins definition of a school. The idea seems to be only too prevalent and to be growing that a fine building makes a fine school. A center of interest for advertising and economy does not constitute an educational center. We are grateful for any movement that leads us back to the teacher and the pupil—the true educational center.

Write to THE AMERICAN TEACHER about it.
Editor,

AMERICAN TEACHER,

-----I do not approve
-----I suggest.
that article in THE TEACHER-----very
good-----I have an idea.

The editor of THE AMERICAN TEACHER would like to start a correspondence page, called, shall we say, The Voice of the Teacher? Can it be done? She knows a writer whose job is to write the letters which appear in a certain magazine. But she does not want that kind of a page, but a page which shall be a real expression of opinions.

THE AMERICAN TEACHER is the best medium through which our members, scattered all over the United States, can become acquainted with each other. In it you may air your views and report your news, and by so doing may make a contribution to the interest of your publication and to the advancement of your organization.

Let us make a start in the June issue and carry the policy forward next year. Who will be first?

The Manitoba Teacher, official organ of the Manitoba Teachers Federation, for February, reprinted from the January American Teacher, Dr. John Dewey's article, "Why I Am a Member of the Teachers Union."

EDGAR WALLACE, THE TEACHERS' FRIEND

In the death of Edgar Wallace the teachers lost one of their best friends. No matter when or where, any hour of the day or night, the teachers asked his help, it was theirs most generously.

Edgar Wallace, for long an outstanding figure in the United Mine Workers of America and for the last nine years a member of the legislative committee of the American Federation of Labor, died suddenly February 25. He was 61 years old.

Mr. Wallace was born in England and came to this country in early youth. He went to work in the coal mines of Indiana and became active in the miners' union. He served the United Mine Workers of America as an organizer and later as editor of *The United Mine Workers' Journal*, the official publication of the union. Before the United States entered the World War, Mr. Wallace went to Canada and joined the British army, serving over seas. He assisted the late Samuel Gompers abroad during the war and served in 1918 as a member of the second American labor missions to Great Britain, France and Italy.

Mr. Gompers employed him as legislative agent of the American Federation of Labor and when William Green became president of the Federation, Mr. Wallace was continued in that capacity.

The American Federation of Labor as well as the organized teachers sustains a very great loss in the death of Mr. Wallace.

COLORADO LABOR GROUPS WORK WITH MRS. HANSON TO ORGANIZE TEACHERS

It is indeed an encouraging note that comes out of Denver regarding the efforts of organized labor in that city and state, in co-operation with those of Secretary Florence Curtis Hanson of the American Federation of Teachers, to organize the teachers of that state.

It is not important that school executives "do not approve" of such an organization. Our mind fails to record many industrial executives that gave their approval to the organization of workers in industry. Nor do we expect active efforts on the part of the N. E. A. to co-operate with the A. F. of T.

Those who decry the value of teachers' organization should give themselves a treat by reading Professor John Dewey's reasons why he is a member of this great organization of educators: they are clearly stated, briefly stated, eloquently stated.

The important part of the Denver movement is that there are liberal, non-fearing teachers in public schools, universities and colleges who are desirous of adding their contribution to a movement that has done more to elevate the material and social (as well as make possible its spiritual) advancement of the world than any other.

There might have been little opportunity to "teach" if it had not been for the pioneering efforts of organized labor of 100 years ago; many teachers, lacking property and religious qualifications, might not have voted, if "free labor" of that period, had not declared and insisted on "manhood suffrage" without the restrictions of existing laws.

How many "homesteads," and the developments following later that have builded the West, would have been possible, if organized labor had not first taken up the cudgel in its behalf?

The "free public school text book" must also be a monument to the efforts of union labor, which made its significant contribution to the freeing of the chattel slave, the enactment of "liability," and later, compensation legislation owed its genesis and its present status to the efforts of the organized workers.

The "labor movement," derided by ignorance and greed alike; opposed by every employer who "sees the hole before he views the doughnut" and whose desire to "dictate" prompts him to deny recognition of the right to organize, is the one great movement that is striving to perpetuate democracy in government as well as to establish it in industry.

Teachers should organize. If all other reasons had been satisfactorily satisfied, such as wages, teachers' tenure legislation, a happier arrangement of the school day; freedom from unnecessary and unwarranted political interference (which causes so many to "fear for their jobs"); they should still organize to carry forward the ideals that form the background of the labor movement.

For any school board, any superintendent, any interest to attempt to deny them the right to organize, or to stop the exercise of that right, is an invasion on their part of freedom of action, unwarranted, unjustified and tyrannical. People who talk of "teachers striking" as the result of their organization, either for themselves or in sympathy with others, simply parade an ignorance of the philosophy of organization that is deplorable.—*Wyoming Labor Journal*.

The Value of Mathematics or the Place of Mathematics In the Curriculum

By EVA V. HETH, *Washington Teachers Union, Local 8*

Secondary schools in approximately 70 per cent of the states in the Union require mathematics, usually algebra or geometry or both for graduation. In a list of 93 accredited colleges and universities, including at least one from every state, it is found that approximately 68 per cent require mathematics for admission. And rightly. For what subject is more closely inter-related with the cardinal objectives of education?

In order to have what Prof. W. C. Ruediger calls an intelligent mastery over one's environment and to be in harmony with it, one must have a knowledge of the principles of arithmetic. It is needed in the management of the home, the purchase of commodities, the investing of money, and the determining of financial obligations.

The vocational value is readily seen, when we consider the wide field of gainful occupations,—from bookkeeping to engineering—in which a knowledge of pure mathematics is essential. Closely related to this is the immense influence of machinery on our industrial and manufacturing development. The machine may be called the embodiment or physical expression of mathematical principles.

MATHEMATICS A WORKING TOOL

In the study of physics, chemistry, mechanics, astronomy, even biology and sociology, mathematics is used as a working tool. As Oscar Codier* points out, physical laws and natural phenomena are expressed in mathematical equations or formulae; and it has been said that the progress of a subject undergoing development is measurable by the degree in which it has found mathematical expression.

The physical concepts of Faraday, as Birkoff tells us, were not adequately stated without the assistance of his mathematical interpreter, Maxwell. By working out Faraday's theories of the relation between light and electricity, Maxwell found that the velocity of the electromagnetic wave, such as is sent from wireless stations, is the same as the known velocity of light, therefore, the light wave is electromagnetic, *i. e.*, the same in type as the wireless wave. Electrical phenomena may be expressed in terms of calculus. Madame Curie used calculus in the study of radio activity.

By combining or otherwise manipulating equations according to known mathematical processes, new facts and relations may be developed and modes of research are suggested. Fresnel worked out the theory of light interference, and foretold by mathematical consideration or calculation, discoveries which he subsequently made.

THE LAW OF THE MUSICAL STRING

Mendeleeff by means of his periodic table of elements foretold the properties of certain elements before these elements were discovered. Thomson by means of mathematics brought out the fact that all elements are made of the same matter. Their various properties are due to a difference of energy and arrangement of the atoms.

Not only in the pursuit of the sciences or in earning our daily bread, however, do we find the influence and aid of mathematics, but in those esthetic and liberalizing activities that promote the worthy use of leisure.

Pythagoras, five hundred years before the Christian era, held number to be at the root of everything; that the seven planets gave out musical notes proportionate to their distances from the sun, forming the music of the spheres. This theory naturally led to his discovery of the law of the musical string, namely, that if its length is halved, the note is raised exactly an octave.

The diatonic piano scale is a mathematical compromise between other forms of scale; and, as we learn from Henry S. Carhart, its eight notes have the following vibrations per second:

256	288	320	341 1/3	384	426 2/3	480	512
C'	d'	e'	f'	g'	a'	b'	c''

(C' is middle c.)

The desire for mathematical expression of fact is found even in law; for example, in determining the degrees of liability of a bailee, under different conditions.

MATHEMATICS AND PROGRESS

And so, if mathematics of which it may be assumed only an infinitesimal part is known, has brought us thus far into the realms of scientific knowledge and accomplishment, is not the vision of what is before us sufficiently liberalizing and inspir-

ing to justify the pursuit of this subject in all of its branches?

If through mathematics and the other sciences, progress has been made from the works of Tubal-Cain to the iron mills of Pittsburgh, from the courier post service of ancient Rome to the modern telephone, from the pipes of Pan to the radio, from Icarus to Lindbergh, what may be the revelation of tomorrow?

*Oscar Codier, scientist and patent attorney of Washington, D. C.

THE ASHLAND SCHOOL FOR ADULT EDUCATION

There is increasing dissatisfaction with the prevailing convoy system of education under which the individual is herded together with untold numbers of other individuals that they may be carefully chaperoned across the ocean of new knowledge and unexpected truth in ways which will neither startle nor shock them to death. As Henry Adams said, "Nothing in education is so astonishing as the amount of ignorance it accumulates in the form of inert facts . . . The chief wonder of education is that it does not ruin everybody concerned in it, teachers and taught."

A few of those who have not yet been "ruined" are constantly on the alert for new ways of doing what we meant to do under the old system. They are trying to find means whereby the student will not continue to be confronted with the card-index cabinet of accepted knowledge from which in the best cafeteria style, he may snatch a little here, a little there, but have the waiters—academically speaking—relieve him of the most elementary efforts at independent thought or action; until at the end of the season, by cataloguing and carefully

editing the menus for the year he may be assured that he has attained to a degree. (Only those who have not been "ruined" may be expected to ask, "a degree of what?")

Among the already established new efforts may briefly be mentioned President Arthur E. Morgan's Antioch College of which President Eliot said shortly before he died that it was by far the most interesting experiment in education now carried on in America. And many look with the most compelling anticipation at the experiments now carried on by Dr. Meiklejohn. That attempts should be made to get still further away from traditional pedagogy should only be expected. Such an attempt is the one now contemplated by Dr. Kirkpatrick and his friends.

They plan to take over the physical plant of the old Ashland Folk High School near Grand Rapids. Started by a group of Danish settlers some fifty years ago as a folk-high-school it will now be turned by a few progressive American educators into a project in adult education, based on no academic curriculum but on collateral research through group discussion into actual life situations. There will be a summer session from July 30th to September 8th devoted to the following problems:

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

The comment of the Dean of American educa-

(Continued on Page 27)

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Manumit School and the Labor Movement

NELLIE M. SEEDS, *Manumit Local 191*

Little, if any surprise is manifested today, at the phenomenon of workers running colleges. Brookwood Labor College, The Worker's University, Labor Colleges in Philadelphia, Boston and other cities no longer challenge attention as verbal contradictions. They are established institutions that have come to stay.

In launching an experimental school for children, however, labor is venturing into an hitherto untried field. Nowhere in Europe or America has the organized labor movement as such provided elementary education. Manumit School is the first experimental school for the children of trade unionists, directed and controlled by a group of trade unionists and educators.

Pioneering in educational methods is by no means new, but it has hitherto been fairly well confined to kindergartens run under private or public auspices, private schools directed and financed by individual educators and philanthropists, and a few scattered instances within the public schools, where a teacher of unusual ability or vision has revolutionized prescribed routines and procedures in the class or classes immediately under his jurisdiction.

WILL NEW IDEAS WORK?

Within this limited field the theory of modern or experimental education is gradually evolving. It must be free in that no external compulsion is exerted upon the child. It must give scope to his desire for self-expression and offer as the incentive to activity, not prizes or punishments, but the joy of creative activity. It contemplates a concrete rather than an abstract approach to all material studied. It offers a genuine comradeship between children and teachers and relies on the interest motive rather than authoritarian discipline to direct the bodies and minds of adolescence and youth. It teaches children, not subjects, visualizing them as complex organisms whose balanced growth is infinitely more important than the individual, isolated development of either mind or body. The new education takes for granted that the individual who learns as a child to make his social coordinations, his mental, physical and emotional adjustments, can become a relatively more independent, rational and intelligent factor in a democratic society.

For the past century, in America, children of the trade union movement have been educated in the

public school system which labor helped to establish, and of which it is justly proud. But because of the enormous proportions of the system, because it is supported by public funds which can not ethically be risked by large scale ventures into the field of experimentation, there has been but little infiltration into the public school system of the newer ideas on education. Organized labor is often frankly dubious, when the question is put up to them, as to whether these new fangled ideas will work with their own children. "The public schools are pretty good" they say, "Why not let them alone?" But Manumit, like the man from Missouri, wants to be shown. It intends to find out, definitely, concretely, specifically, whether these new ideas of education will work on a cross section group of average public school children, taken from the public school, kept up to grade, so that they can return to the public school, living a life of simplicity and ordinary comfort quite within the reach of any skilled worker in industry.

WORK, PLAY AND STUDY

Directed by the Manumit Associates, a voluntary group of trade union men and women and educators, Manumit School has already been endorsed by several dozen trade unions, and received financial support from a number of them. It has this year 33 boys and girls from nine to fourteen years of age, representing parents from sixteen different trades.

Manumit takes these trade union children at the rate of \$40 per month for nine months, gives them all that the normally eager heart of an adolescent boy or girl can ask for: 177 acres of beautiful rolling country in the foothills of the Berkshire Mountains, a rambling trout stream, where boats can be launched and swimming has no danger. A horse to ride, animals to be cared for; hillsides steep enough to make skiing a thrilling diversion, an ice pond for skating, innumerable slides for coasting; a carpentershop, a printshop, an arts and craft shop and a music studio, a class room for each group where the study centers, not around subjects but around projects, such as installing a radio, or printing a newspaper; a gymnasium for games, dramatic performances and movies, and the fireside for poetry parties, a community dining room and kitchen where every one helps to do the work, in squads or shifts which the children help to regulate; a co-operative life controlled by bi-monthly community meetings where

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every individual, little or big, has one vote; these are only the obvious advantages that Manumit has to offer.

Of Manumit's less spectacular, but perhaps more intrinsically valuable contributions in the psychologic field, little can be more than suggested. Modern psychology has taught us that habits, health habits, emotional reactions and suppressions of childhood carry over to maturity; that the development of initiative, independence, responsibility and judgment, must come at an early age, if at all. Keenly aware of these facts and their many ramifying consequences, Manumit is trying to teach democracy by practicing it, trying to free the child, to lead the man.

Is organized labor aware of the far seeing possibilities of Manumit as a demonstration school? Not yet.

Individual leaders here and there see the vision, but the rank and file of any organization is hard to reach and slow to rouse. When labor does take hold, however, its grip is a firm one. It will utilize Manumit as its own experiment station for trying out all that is new in modern educational theory, and handing on what is most worthwhile to labor's other educational institution, the public school system. If the school is the mould which determines the type of the children of today, they it is, who as the men and women of tomorrow, will set the mould of our government and national life. Free schools in the broadest spiritual sense make free individuals. Free individuals offer the possibility of achieving democracy in essence as well as in name.

CHICAGO NEWS

(Continued From Page 21)

vitality affects the community that the teacher serves. Then, too, the group insurance offered to the women members is of unquestioned value, and the prompt settlement of recent claims has proven of no small advantage.

CHARLOTTE SPAULDING.

* * * *

THE CHICAGO MEMBERSHIP CAMPAIGN

The Joint membership campaign that the Chicago Federation of Men Teachers and the Federation of Women High School Teachers started in March is beginning to show results in the membership applications that are coming in steadily.

Every attempt was made to make the appeal as direct as possible; a letter was sent by each organization to the building representatives urging them to speak to non-member teachers personally, and to

give into their hands the folder which the committee had prepared. The folder, which was printed in detail in the April number of *THE AMERICAN TEACHER* under *Chicago Local News* carried the record of past achievement, the program for present and future action, and an application blank. In addition to the folder, a personal letter, signed by the presidents of the organizations, inviting affiliation, reached the men and women teachers in the junior high schools.

Many teachers in the senior high schools needed only a little urging and a bit of personal attention to join; and the response from the junior high schools promises a source of strength in the future. Schools where federation representatives and members took an active part in this drive show a marked increase. Schurz High showed a particularly large gain in members. To date, over a hundred new names have been added to the roll of the two organizations.

NATALIE CHAPMAN.

* * * *

GROUP INSURANCE

Reliable low rate insurance is now offered to the women high school teachers of Chicago through the group insurance plan sponsored by Local No. 3. The policy covers disability through illness or accident and in addition carries a death benefit.

The group plan is cheaper than individual insurance, it allows a ten-year higher age limit and it covers all types of illnesses.

More than one hundred members of the Federation of Women High School Teachers have taken advantage of group insurance during the past year and forty claims totalling over \$2,600 have been paid. In at least three cases each woman received more from her group policy than she did from an individual policy which she also carried.

We recommend the plan to other locals. It not only brings new members but it offers an opportunity for individual service.

MARY E. ROBB.

THE ASHLAND SCHOOL

(Continued From Page 25)

tors, President-emeritus David Starr Jordan, on the new enterprise, according to Dr. Kirkpatrick, reads "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." While there is a place for exact information, the emphasis at Ashland will be to educate, that is to lead forth and develop the potentialities of the individual.

ERIC H. THOMSEN,

American Federation of Teachers Convention

Chicago, Illinois, June 25-29, 1928

AGENDA.

Chief Topics.

1. Teacher Contract System.
(A) Yellow Dog.
2. Teacher Load.
3. Organization.
4. Merit System.
5. Company Union.
6. Injunctions.

Monday, June 25, 10 A. M.:—Executive Council, Office of American Federation of Teachers, 506 S. Wabash Ave., Room 526.

Tuesday, June 26, 10 A. M.—Congress Hotel, Florentine Room.

President's Address.

Addresses of Welcome: Presidents of Chicago Locals 2, 3 and 199; Agnes Nestor, President, W. T. U. L.; Mrs. W. A. Roberts, President, League of Women Voters and Mr. James Mullenbach, Board of Education.

Address—John H. Walker, President Illinois State Federation of Labor.

Appointment of Convention Committees.

2 P. M.

Address—"A Scientific Teachers Retirement System," Herman G. Ekern, former Attorney General, State of Wisconsin.

Address—"An Experiment in Adult Education," Professor John E. Kirkpatrick.

Committee Meetings.

Wednesday, June 27, 9:30 A. M., Congress Hotel, Florentine Room.

Address—A Definition of Democratic Education, Robert Morss Lovett, Local 5, University of Chicago, Associate Editor, *The New Republic*.

Reports of Permanent Committees:

Education—Chairman, Lucie W. Allen, Vice-President, Past President, Local 3.

Academic Freedom and Tenure—Chairman, Amy A. Fox, Vice-President, Past President Local 59.

Legislation—Chairman, Charles B. Stillman, Vice-President, Past President A. F. of T., Past President Local 2.

Pension—Florence Rood, Vice-President, Past President A. F. of T.

2 P. M.

Address—"Why I Am a Member of the Teachers

Union," Dr. John A. Lapp, Local 79, Marquette University.

Address—Educational Values in Workers' Education, A. J. Muste, Dean of Faculty, Brookwood College.

Reports of Permanent Committees:

Professional Improvement—Chairman W. J. Scott, Vice-President, Past President Local 89.

International Relations—Selma M. Borchardt, Local 8, Vice-President, Legislative Representative, Member Executive Council, World Federation Education Associations.

Organization—Florence C. Hanson, Local 3, Secretary-Treasurer, A. F. of T., Past President Local 3.

7 P. M.

Banquet—Florentine Room, Congress Hotel.

Address—"Company Unions and Contracts," John P. Frey, Secretary-Treasurer, Metal Trades Department, American Federation of Labor, representing William Green, President American Federation of Labor.

Address—Experiments in Education. To be filled. Music and Entertainment.

Thursday, June 28, 9:30 A. M.

Experience Meeting—10 minute reports from Locals.

2 P. M.

Election of Officers.

Report of Legislative Representative, Selma M. Borchardt.

Committee Reports.

5 P. M.

Visit to WCFL Radio Station.

Visit to Union Label Stores, Inc.

Friday, June 29, 9:30 A. M.

Committee Reports.

Adjourn 12:30 P. M.

2 P. M.

Executive Council, Room 526, 506 S. Wabash Ave.

"We are proceeding on the theory that the future of international relations is very largely in the hands of the college students of today and are trying to cultivate the spirit of good fellowship and give a better understanding on which to build national friendships."—F. Lent, President, Elmira College, Elmira, N. Y.

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A BRIEF RESUME OF THE PROGRAM

Breakfast served in the Celtic Grill, luncheons and dinners in the famous College Inn.

There will be an all-day trip on a Great Lake steamship—trips to Chinatown—Black Belt—Race tracks—Fort Sheridan—Great Lakes Naval Training Station—Municipal Airport—Tours of 40 miles of Chicago boulevards—public buildings—Stock Yards—Museums—An evening at a radio broadcasting station—Evenings at the theatre—White City—Afternoons at a Big League baseball game—Golf course—Bathing beach—and many other features, with, as well, plenty of time to go-as-you-please.

The visitor may pick up the tour on any day of the week and follow through up to the same time seven days later.

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Local News

NEW YORK LOCAL NO. 5

TEACHERS TERRORIZED BY MEDICAL DOCTORS

NEW YORK, April 5.—Women public school teachers are terrorized when called before the medical board of the Department of Education, according to a lengthy report by a committee appointed by the Teachers Union.

The board examines these employees who have been ill and orders the time of their return to work. Thirty-two thousand teachers are subject to the decisions of this board. The report indicates that the functions of the board are carried out with harshness and brutality.

"From the evidence in our possession and the statements made by many reliable principals, heads of departments and teachers," the report states, "the committee is warranted in drawing the inference that many hundreds have suffered unnecessarily at the hands of an official who, in dealing with women teachers, has adopted the methods of the army disciplinarian which he learned in the army service. These teachers, at best fearful of official displeasure, experience abject terror when they are forced to appear before the medical board in a weakened condition in early convalescence."

The committee states that many charges against this autocracy were made by non-members of the union.

FULTON COUNTY TEACHERS ASSOCIATION LOCAL 183

W. F. Dykes, Fulton High School principal and former superintendent of Atlanta public schools, was elected president of the Fulton County Teachers Association at the first general meeting of the school year, held at Fulton High School.

The other officers, who were re-elected, are Robert H. Lamkin, vice president; Miss Lydia Guice, secretary, and Mrs. Len H. Cox, financial secretary.

Boyd Taylor, whom Mr. Dykes succeeds, was president of the association for two years, but resigned in order to continue a journalistic career on the editorial staff of an Atlanta newspaper, which he began prior to entering the teaching profession.

The association comprises 300 teachers of Fulton County, East Point and College Park, and is affiliated with the Atlanta Federation of Trades and the

American Federation of Teachers. East Point and College Park have been added to the county system.

BUFFALO, N. Y., LOCAL NO. 39

The following officers have been elected by Local No. 39 for the year of 1928:

President, Aubrey C. Dayman, 52 Ketchum Pl.
Vice-President, John A. Hislop, 150 Saranac Ave.
Recording Secretary, Arthur Solomon, 211 Winslow Ave.

Financial Secretary-Treasurer, Herman P. Eschner, 82 Duerstien St.

The School Board has granted permission to the organization to meet in the Vocational School Buildings. The meetings are at 6:30, preceded by a dinner served by the cafeteria service.

ARTHUR SOLOMON.

R. W. EVERETT WILL GIVE POLITICAL SCIENCE COURSE

The adult education lecture courses, which grow more and more popular each year, will next Monday evening be under the leadership of R. W. Everett, local high school teacher. He will be assisted by other able leaders not yet announced. Two of the subjects for the coming lectures will be "Political Science and Economics." These classes are being held every Monday evening at the Sutter Junior High school, and anyone is welcome to attend.—*Sacramento News*.

DINNER OF THE SAN FRANCISCO FEDERATION OF TEACHERS, NO. 61, IN HONOR OF PRESIDENT MURPHY

The officers and members of the San Francisco Federation of Teachers, No. 61, had the very great honor and pleasure of entertaining our President of the Board of Education, Mr. Daniel C. Murphy, and Mrs. Murphy at a very enjoyable dinner held at the Hotel Stewart, on Saturday evening, March 3, 1928.

About forty members and guests of our organization were present at this dinner—a small, but enthusiastic, family group, eager to show our friendship for our new "Educational Chief" and to express to him our sincere best wishes in his new position of educational leadership.

Our President, Mr. Paul J. Mohr, acted as chairman of the evening, in his usual gracious and pleasant way, introducing the guest of honor and other speakers. Mr. Murphy gave us a short but most inspiring talk on the "Ideals of Education and Labor."

Deputy Superintendent David P. Hardy made a short speech, then was excused, in order to hurry home to celebrate his tenth wedding anniversary. Other talks were made by Mr. E. J. Dupuy, Mr. Peck and Mr. Wm. Bonsor.

The vocal solos rendered by Miss Haseltine of Crocker Junior High School were most enjoyable. Miss Haseltine possesses a splendid voice, and was most generous in her encores, in response to enthusiastic applause. She was accompanied by Miss Alma Rother of Polytechnic High School, who is always an inspiring and sympathetic accompanist.

We went away from the dinner, inspired by Mr. Murphy's sincere, straightforward message to us, a message which makes us realize anew the significance of the slogan of our organization:

Democracy In Education.

Education for Democracy.

MARGUERITE GERTRUDE RODDY,
San Francisco Classroom Teachers Bulletin.

PATERSON TEACHERS UNION, LOCAL 92

The School News of Paterson, N. J., is published regularly each month by Local 92. The April number is a fine twelve-page magazine containing a number of excellent educational articles. Your attention is called especially to the editorial on The Junior High School.

The Paterson Local and its Board of Editors are to be congratulated on the fine appearance and the superior material of their periodical.

PORTLAND TEACHERS UNION, LOCAL 111

The regular March meeting of the Portland Teachers Union was very largely attended by members and many guests. Alfred Coyle spoke on Condition of Labor in Russia. Final arrangements were made for a course of six lectures on International Politics by three members of Reed College faculty. These lectures will be open to the public.

The interest and outlook are now especially good.

LAURA H. NORTHUP,
Financial Secretary.

BROOKWOOD, LOCAL 189

Nearly \$1,500 in money and clothing has been sent for the relief of the striking miners as a result of appeals made by students of Brookwood Labor College to local unions and communities in Westchester County.

"The Price of Coal," a one-act play originally

adapted by a group of miners in Sub-District 5, Illinois, has been given before several audiences with gratifying results.

SEATTLE TEACHERS UNION, LOCAL 200

The High School Teachers Union in the regular meeting of March 19 instructed the press committee to issue each month, during the school year, a bulletin conveying to the members of the group reports of the various activities in which the Union is engaged, and such other information as may seem desirable.

An excellent four-page bulletin, *High School Union News*, was published in April. It includes a review of the March issue of THE AMERICAN TEACHER, urging all teachers to read with care this particularly important number.

ANOTHER KIND WORD

The January AMERICAN TEACHER has just reached my hands. Let me congratulate you! It is one of the finest numbers I can recall having read. From the little "Ornaments" by Bangs and Bailey to the "Capstone and Keystone" by Lefkowitz and Dewey—it's all good.

With best wishes for the New Year to you and to the A. T.

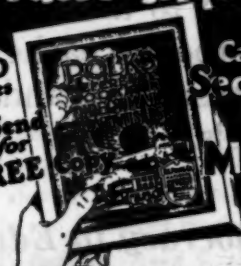
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Organized April 15, 1916**



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.