

Democracy in Education

Education for Democracy

The American Teacher

THE ORGAN OF THE AMERICAN FEDERATION OF TEACHERS

WHY TEACHERS SHOULD AFFILIATE WITH THE A. F. OF L.

FLORENCE FISH, Minneapolis No. 59

IN ORDER to produce a higher type of human kind, greater freedom and greater responsibility for the use of that freedom are necessary in the workers of the world. Such freedom can be increased by greater control, by the workers, of working conditions. With this greater control will come greater co-operation and understanding.

This increase in control of conditions is just as vital in teaching as in any other work. It means greater freedom and greater sense of responsibility in teachers and this will bring about finer schools and thus make a greater people.

We of the American Federation of Teachers believe:

- (1) That humanity becomes better through greater freedom;
- (2) That through education to the effect that the freedom of each must be limited by the freedom of all will come responsibility for the use of freedom;
- (3) That workers can best obtain this freedom by a co-operative and orderly progress towards greater control of working conditions;
- (4) That teachers should, in common with other workers, work towards this same end;
- (5) That teachers in a special way need this responsible freedom in order to help make it a heritage of generations to come;
- (6) That teachers should therefore affiliate with the A. F. of L. as the largest body of workers striving towards this goal in order to help and be helped by them.

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American Federation of Teachers

Twelfth Annual Convention

CONGRESS HOTEL, CHICAGO, ILL.

June 26—June 29, 1928

AGENDA

Teacher Contract System

(a) "Yellow Dog"

Teacher Load

Company Union

Merit System

Injunctions

Organization

Many distinguished educators and labor leaders
will be present.

MEETINGS ARE OPEN

If you are in Chicago you will find attendance
worth while.

The third appeal to the labor organizations of the United States for money and food for the mine workers in Central Pennsylvania, Western Pennsylvania, Ohio, West Virginia and other bituminous coal fields has been issued by the Executive Council of the American Federation of Labor.

The members of all trade unions are requested to contribute one day's pay for the relief of the miners and their families.

The appeal states that suffering and distress among the striking miners and their families continue in a most aggravated form and that hunger, woe, poverty and human distress which cannot be described in words prevail in the strike communities.

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TEACHERS ADVISED TO STAND FOR RIGHT

University, Va., April 7.—"Teachers will be slaves if they act like slaves," said Walter Lippman, chief editorial writer for the New York World, in an address on "American Inquisitors" at the University of Virginia.

The address was a stirring appeal to teachers to own themselves, and can be accepted by citizens in every walk of life.

"It might be argued," said Mr. Lippman, "that the teaching profession could establish its independence if it were better prepared to stand up and fight. I believe that to be true. I believe the great body of educators hardly realize the power they could exercise if they chose not to endure this perpetual bullying from ignoramuses.

"Weakness always tempts the bully. If teachers cower they will be bullied. The tragedy and absurdity of the thing is that they could so easily rally a following if they had the imagination to realize how strong they are. If they chose to say they would not endure the intolerable indignities to which they are subjected they would very soon command a new kind of respect in the nation."

Entered
Acceptance

Vol. 1

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The American Teacher

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JUNE, 1928

Two Dollars a Year

Seattle

The American Federation of Teachers issued charter No. 200 to the Seattle High School Teachers Union on October 21st, 1927.

About the middle of March, 1928, in the Seattle school board election the Union teachers supported Mr. Shorett, a progressive in civic affairs. Contrary to the usual practice an extremely large number of citizens voted and Mr. Shorett received 38,200 ballots, losing by only 1,600 votes. The result showed clearly the power exercised by the Seattle Teachers Union.

Early in May the efforts of public utilities and the power trust to dominate public opinion through control of school tests were exposed in the press. On May 8th the board of education demanded as a condition of employment that each teacher sign an individual contract, one clause of which was:

"I hereby declare that I am not a member of the American Federation of Teachers, nor of any local thereof, and will not become a member during the term of this contract."

The Seattle local thus attacked had shown its effectiveness locally during the election campaign and was known to be a part of the American Federation of Teachers, the only teacher organization which has been actively and continuously fighting propaganda in the schools and colleges. We ask our readers to ponder this connection of events:

The Seattle teachers affiliated with the American Federation of Teachers, the vigorous foe of propaganda in the schools; this same local exhibiting unusual power in a local school election; the expose of the propaganda of the Power Trust in the state of Washington and the part in this propaganda of the State Superintendent of Public Instruction; and the school board's insistence upon a contract which forces teachers not to join the American Federation of Teachers.

With spirited acuity the Seattle Union forestalled the board of education by securing a temporary restraining order which prevented the board's action, until a hearing before the court on May 11th. The local hoped to secure an injunction against en-

forcement of the board's demand as a result of this hearing.

Officers of the Seattle Local wired the secretary-treasurer of the American Federation of Teachers of the board's action and their own on May 8th.

In accordance with the charter pledge to afford all possible assistance to locals in the assertion of their rights, the officers of the American Federation of Teachers plunged at once into the fight. The following telegrams tell a part of the story of the efforts of the National Office.

From Seattle to the National Office May 8th:

Board delayed election of teachers until Friday. Passed resolution electing all high school teachers subject to strongest anti-union clause in contract. We secured temporary restraining order until May 11th. If then dissolved we will be required to sign immediately. Local labor behind us. Any suggestions helpful.

The National Office immediately sent the following telegrams to Seattle:

Telegraph anti-union clause. Send entire contract full particulars air mail.

To Vice President E. E. Schwarztrauber, Portland, Ore., May 8th.

Communicate with Seattle. Give every assistance. If trip necessary expenses paid.

To Legislative Representative Selma M. Borchardt, Washington, D. C., May 8th.

Seattle high school teachers elected subject to strongest anti-union contract. Local 200 secured temporary restraining order until May 11th. Local labor helping. Wiring Green. Will you see him? Advise me best procedure. Letter follows air mail.

To Mary C. Barker, president A. F. T. and Dr. Linville; president New York Teachers Union, similar messages were sent.

To William Green, president American Federation of Labor, Washington, D. C., May 8th.

Seattle high school teachers elected subject to strongest anti-union clause in contract. Local teachers union secured temporary restraining order until May 11th. L. A. Morrow, 1412 Second Avenue, West, president. Strong and dependable group. Local labor helping. Please advise best procedure.

To Seattle Local May 8th.

Doing all possible. Count on us and American Federation of Labor to fullest extent. Now is time for Seattle teachers to show calibre. Action now will determine teacher freedom in Seattle. Suggest consulting J. H. Ralston, A. F. of L. attorney, Palo Alto, Calif. Keep me advised.

To Paul J. Mohr, president California State Federation of Teachers, San Francisco, Cal., May 9th.

Please contact with Seattle local and advise them from San Francisco experience how to fight yellow dog contract and win. Serious situation there. Anti-union clause in contract.

To Seattle Local, May 9th.

Suggest consult state labor leaders also. President State Federation very valuable. Sure you will win. Been tried before and teachers always won when they kept courage to fight. Remember Chicago.

From Legislative Representative to National Office, May 9th.

Green in Cincinnati. Had your telegram forwarded. Advise you call him long distance, Cadillac Hotel, New York, Wednesday afternoon. Ask him to give statement to press in form you think best. Follow Green's statement to press with one from Woll as chairman Education Committee. Woll at Continental Hotel, New York, Thursday. Am seeing Keating tomorrow for lead article in *Labor*. Letter follows.

To President Green from National Office, May 9th.

School board Seattle issued order that as condition of employment, teachers, especially members of the American Federation of Teachers must sign individual contracts reading: "I hereby declare that I am not a member of the American Federation of Teachers or any local thereof and will not become a member during the term of this contract." Judge Charles P. Moriarity issued injunction temporarily restraining board from circulating contract and from denying employment to members of our organization except for causes affecting their other qualifications as teachers. Case comes up Friday. It should be matter of grave concern to people everywhere that a public school board has now actually gone to the length of seeking to enforce upon teachers the identical notorious yellow dog contract being used by mining corporations against unfortunate mine workers in West Virginia and other places where miners are denied right of organization. While challenging teachers' right to associate with labor which includes parents of the very children they teach, Seattle's school board uses against those teachers precise tactics mining corporations use against labor. It would be helpful if you will telegraph Seattle Central Labor Union stating your opinion of occurrence and asking for

full report. If you send such telegram it should be designed for immediate publicity.

From Legislative Representative to National Office, May 11th.

Keating wired Seattle for full story. Offers us all possible support. Wire me Green's statement for use at Capitol.

To President Seattle Local from President Chicago Federation of Men Teachers, May 10th.

Proud of spirit of Seattle teachers. Confident they will never give up the fight for freedom. Chicago teachers won similar battle. Seattle can do the same.

To President Seattle Local from Chicago Federation of Women High School Teachers.

Sympathy and support from Federation of Women High School Teachers of Chicago in your struggle to establish democracy in the public schools.

To President Seattle Local from President Chicago Elementary Teachers Local, May 10th.

We are deeply interested in your courageous fight to maintain democracy in schools of Seattle and to uphold the principles of unionism. You will and must be victorious.

Our sincerest wishes for the triumph of your cause.

From Seattle to the National Office, May 10th.

What cities if any refuse to elect or permit union teachers? Where have courts decided against union teachers and why? Wire answer to Geo. F. Vanderveer, 1011 Alaska Bldg. Must hear at once.

To George F. Vanderveer from National Office, May 11th.

Los Angeles and St. Louis only large cities barring union teachers. Some small towns as Peoria, Ill. San Francisco teachers won. Chicago teachers won in appellate court, Supreme court reversed in 1916 but rule rescinded. I. T. Greenacre, 38 S. Dearborn St., Chicago teachers attorney. New York court of appeals decision Interboro Rapid Transit against union valuable to you. Attorney Oliphant of Columbia Law School will advise on request.

From President A. F. T. to National Secretary, May 10th.

Hope you are considering advisability of secretary going to Seattle.

Apprised of the Seattle situation, President William Green, of the American Federation of Labor, sent the following telegram to Mrs. Florence Curtis Hanson, Secretary-Treasurer of the American Federation of Teachers:

"Have wired Secretary Charles Doyle of Seattle Central Trades Council as follows: 'I have been advised that the Seattle school board has peremptorily demanded that as a condition of employment all teachers in Seattle must sign individual contracts declaring they are not members of the American Federation of Teachers or any local thereof and will not become members of said organization during the term of the proposed contract. It seems incredible that the Seattle school board would assume such an un-American position.

"The right of voluntary association for human betterment and social advancement is an American right which must not be abridged. The right of free assemblage and association is one which every true American will cherish and defend. It is an insult to the teachers of Seattle to call upon them to surrender their constitutional rights voluntarily to join an American organization of their own choosing. The action of the Seattle school board calls for the condemnation and opposition of organized labor and its friends.

"In the name of the American Federation of Labor I urge the organized labor movement of Seattle to employ every honorable means at your command to defeat the action of the school board. Serve notice on its officers and members that the Seattle school teachers must not be compelled to sign a yellow dog contract. They must be allowed to enjoy the blessings of freedom and liberty as free Americans in free America. Let the labor movement of your great city be the moral and economic force which will prevent the imposition of a form of involuntary servitude upon the school teachers who render such faithful, patriotic and efficient service in your public schools. Please send me a full report of situation as promptly as possible."

To Seattle Local 200 from National Office, May 11th.

Have laid case completely before President Green who wired strong telegram to Secretary of Central Labor Union, Seattle, which I suggest be given full publicity. Professor Oliphant who took leading part in securing decision of New York Court of Appeals vacating injunction secured by Interboro Rapid Transit against union has protested to school board of Seattle. He will assist you. Have so notified Vanderveer. All familiar with cases of this kind agree we are fortunate in having Oliphant's support.

To Secretary Central Labor Union, Seattle, from National Office, May 11th.

Astounded to learn that Seattle school board in fight against teachers has resorted to tactics of West Virginia mining corporations. Contract pledge teachers of Seattle called upon to sign as condition of employment identical with so-called yellow dog contract used in mining fields and which as result of recent investigation by United States Senate is now in evil repute throughout America. Gratified to know trade unionists and other liberty loving citizens in Seattle opposing school board action. Confident you will continue to support our members in their effort to maintain their organization.

From Seattle to National Office, May 12th.

Hearing on restraining order today. On motion of our attorney whole case asking permanent injunction will be tried May 15th. Restraining order holds till trial. If you have anything to help our attorney please wire. Morale of teachers good.

From Legislative Representative, Washington, to National Office, May 12th.

Not going to Philadelphia. Busy on Seattle case here, working on national board of Y. W. C. A., Federal Council of Churches, National Catholic Welfare Council. Advise that you ask their help also. Father Ryan wired protest. Expect to get protest from Washington senators tomorrow. Green's statement will be read on floor of Congress. Wire me result of court decision.

To Legislative Representative from National Office, May 12th.

On motion of teachers' attorney restraining order holds until May 15th when case for permanent injunction will be tried. Attorney G. F. Vanderveer, 1011 Alaska Building. Wire him anything that will help. All high school teachers solidly back of union. Morale good. Copy of Green's telegram sent yesterday.

President Linville of Local 5 put all the machinery and resources of the New York Local at work and laid the matter before distinguished educators belonging to Local 5, the Central Trades and Labor Council of New York, the American Civil Liberties Union and prominent liberal citizens. His letter to Professor John Dewey follows:

My Dear Professor Dewey:

In the matter of the fight of the teachers of Seattle for the right to join a union, I have received today the following telegram from Mr. L. A. Morrow, the President of the Seattle Teachers Union:

"After several weeks' delay other groups of teachers having been elected board elected high school teachers subject to their signing following statement prior to being offered contract, 'I hereby declare I am not a member of the A. F. T. or any local thereof and will not become a member during the term of this contract.' Board intended to require immediate compliance before teachers could meet. Secured temporary restraining order. Hope to get temporary in-

junction at hearing May 11th. Central Labor Council leading fight. Vanderveer already employed. Your message most encouraging. All help thankfully received and badly needed. Thank Dewey and others for us. Will keep you informed."

The American Civil Liberties Union has received from the Seattle Board of Education a response to its telegram of inquiry: The telegram says:

Board has ruled that no teacher belonging to teachers union will be employed next year and teachers seeking employment are required to declare that they are not and will not become members.

Temporary restraining order is an order for the board to show cause why a temporary injunction should not issue in enjoining the enforcement of the board rule.

Evidently the issue is clear, and the teachers are putting up a good fight with the aid of Mr. George Vanderveer, the American Civil Liberties Union lawyer whom we recommended to the teachers.

Tomorrow (Friday) there will be a hearing on the restraining order, and we shall soon know more concerning prospects. Many thanks for the aid you have already given.

If it is convenient, could you send me a copy of the telegram which you sent to the Seattle board?

Professor Dewey responded with a vigorous telegram of protest sent to the Seattle board, a copy of which has not yet been received at the National Office. Protests were also made at the instigation of the National officers by Rabbi Stephen S. Wise, Professor Herman Oliphant, William H. Kilpatrick, William C. Bagley, Paul Douglas, Robert Morss Loyett and Father Ryan, all of whom are eminent in civic and educational activities.

From President of Chicago Federation of Women High School Teachers to L. A. Morrow, President Seattle Teachers Union.

The Executive Board of the Federation of Women High School Teachers, at our regular meeting, has authorized me to offer you more substantial sympathy and support than we have just sent by telegram. Can you use a sum of money up to a hundred dollars?

We recognize that you are making the fight for freedom of expression and for democratic ideals, as we made it twelve years ago; and we wish this gift to be concrete evidence of our earnest desire for your success.

From Seattle to National Office May 18th.

Arguments in our case will be heard Saturday morning, May 19th. Will wire you when result is known. Prospects good and case will be appealed if lost. If we lose do you advise us to sign yellow dog contract or be dropped if that is the option? We meet Saturday night to decide.

The National Office immediately wired Seattle.

If decision unfavorable May 19 advise immediate appeal and request school board to withhold yellow dog contract pending appeal pointing out enforcement now is denial of citizenship right of teachers to appeal to courts and also repudiation of courts as proper tribunal in which rights of citizens should be decided. Any attempt to enforce contract now is attempt to destroy organization making appeal therefore attempt to prevent courts from acting. Suggest request be drafted in thoughtful resolution conservatively worded, public effect of which can be greatly enhanced if large number of members attach personal signatures. Similar resolution addressed to all civic bodies and citizens also adopted. While this matter pending would be folly for any teacher to surrender rights by signing contract. My opinion if members stand firm for

time being we shall be able to secure fair adjustment without surrender of membership. Outcome depends largely upon loyalty of membership. Cannot lose if steadfast. Please keep me fully informed on this point. Organized teachers and the rest of organized labor will support you to the limit.

In reply Seattle wired National Office, May 20th.

Your letter and telegrams received. Many thanks for your assistance and interest. Our case was argued Saturday morning. Decision to be announced Wednesday forenoon. Are hopeful. Morale good. Wonderful meeting last night. Your advice regarding policy to be pursued appreciated. Our board most obdurate.

From Seattle to National Office, May 23.

Injunction denied. Case appealed. Restraining order against Board dissolved today. By agreement of counsel, teachers not required to sign yellow dog contract before preliminary hearing before state supreme court Friday when our attorney asks for restraining order until case is decided in this court.

Reply from National Office.

Hope no one is discouraged by injunction denial. End is not yet. Just beginning to fight. Steadfastness will surely win.

There the case stands as we go to press.

The obvious reasons for printing this long story are its inherent interest for us all; its critical importance to teachers' status throughout the country; its possible significance as an effort of a branch of big business to discipline the sole organization which has persistently opposed propaganda in the schools; its evidence that the National officers are keeping faith with the persecuted local; that union labor has been equally loyal in our support and finally because of the magnificent courage of the Seattle local and the generous solidarity of the whole high school force at Seattle.

WHAT IS THE PRINCIPLE?

The trustees of the Seattle Chamber of Commerce adopted a resolution commending the school board for requiring the teachers to sign a contract that they will not join the American Federation of Teachers; and at the same time they wrote to the Seattle High School Teachers Union, Local 200, asking the Union to use its influence to have the American Federation of Teachers hold its national convention in Seattle in the near future.

By what principle is the Seattle Chamber of Commerce motivated, or for what does it want us to come to Seattle?

Everything I can do to give my boys and girls the mastery of fear is worth a hundred times more than knowing the whole history textbook word for word.
—Ellen McFarlane.

There is nothing more fearful than ignorance in action.—Goethe.

SCHOOL LAWS IN NEW YORK STATE

LOCAL SCHOOL EXPENDITURES MADE KNOWN

Governor Smith, on March 26th, signed as Chapters Nos. 592, 593, 594 and 595, a series of four bills introduced by Senator Mastick, which have for their purpose the separate statement of moneys allotted for school purposes in local budgets so that citizens may know exactly how much local tax money is being expended for education and how much of the school funds are derived from state moneys. These new laws take effect at once.

CONTINUATION SCHOOLS FOR EMPLOYED MINORS

The Labor Law and Education Law were amended so as to fix the compulsory school attendance maximum age at seventeen years and to provide that all minors under seventeen years of age must have employment certificates, which can only be issued after the physical fitness of the minor for the occupation he is engaged in is tested.

CONTINUATION SCHOOLS STANDARDIZED

Governor Smith on March 26th signed as Chapter No. 591 of the Laws of 1928, Senator Dick's bill (S. Print 1848), which places all part-time and continuation school principals and teachers of all grades on an equality with principals and teachers in the academic elementary and high schools. This new law includes part-time and continuation schools as equal participators in the state school funds apportioned for teachers on the same basis as other public schools and thus assures their permanence, improvement and extension. The law took effect immediately on being signed.

ABILITY GROUPING IN NEW YORK HIGH SCHOOLS

Pupils are grouped according to ability in approximately 35 per cent of the junior and senior high schools in the State of New York, according to 497 replies received to a questionnaire sent out by the educational measurements bureau of the State department of education, to ascertain the extent to which grouping is carried out in high schools. Grouping is usually affected in the ninth grade, and is generally based on intelligence tests, though frequently on the teachers' estimate of the pupil's ability or his marks in school. In 147 schools pupils of different ability are grouped in separate classes, and 109 schools reported that ability groups are formed within classes. Some schools use both procedures.—*School Life*.

Extracts From Address to the American Federation of Teachers

By WILLIAM J. BOGAN

Assistant Superintendent of Schools, Chicago

I am expected to talk on the practical aspects of the new education, making a prophecy, as it were, regarding educational changes of the near future.

That person is rash who ventures to make prophecies of any kind relating to methods in school teaching. Guessing is more fun and much safer. Some prophecies return to plague the prophets but luckily most false prophecies are forgotten. However, it does appear safe to prophesy that certain fundamental changes will occur in the near future. For instance, the old time recitation will probably disappear. In fact it has disappeared already from many schools, and its revival appears doubtful. Those of you who are progressive must have qualms of conscience as you recall the educational sins of your youth. The reading lesson particularly was an offense against education. Have you not time and again halted a class in the most thrilling paragraph to pronounce, spell and give derivations of words? And before the pupils got into their stride again did you not require them to give the geographical and historical allusions of every dry item in the story?

You have all heard the story of the bright little boy who could read so rapidly that he was always ahead of the class. Once when a slow reader was struggling letter by letter, and word by word, the teacher, in order to expose the smart one called upon him to read. As he hurriedly thumbed the pages backward she said, in a rasping voice:

"Johnnie, can't you keep your place?"

"Sure, I can keep *my* place, but I can't keep his."

MEDIOCRITY STANDARDS

One of the fundamental faults of the old recitation system was its retardation of the bright pupils for the supposed benefit of the others. Mediocrity tended to become the standard of achievement. Now we are inclined to place the children on their own resources and make them independent.

We analyze and outline their tasks and prepare recipes for their accomplishment, just as the housekeeper does in making cakes, giving the pupils all of the essentials and directing them to proceed with the work, each according to his ability. This method makes allowance for individual differences and develops initiative, judgment, and ambition. At once the objection arises; "You can not eliminate the mechan-

ics of the recitation. Papers must be marked by the teacher." As a matter of fact, much of the marking of papers required by the old time recitation was worse than useless. It encouraged laziness on the part of the pupil and made teacher drudgery a virtue. A large part of the marking can be done by the pupils and should be done by them for the purpose of developing independence. The new form of recitation, or whatever it may be called, will be more like study. It will consist of a period of supervised study in school, real study under the skillful direction of a teacher; but the pupil will do his own work.

DEFECTS IN OPPORTUNITY

There is a very strong tendency at present toward adult education although the opposition of some taxpayers is very strong. The attitude of many objectors is illustrated by the attitude of the president of the Board of Education in a large city who said a few years ago:

"Our duty is toward the young children. I don't believe in continuation schools, or evening schools, or opportunity schools, or any other kind of school for adults or minors who have left school. Our duty is toward the young children. When we have educated them we can feel that we have done our full duty."

When asked, "What are you going to do for the adults who have a thirst for education?" he answered:

"If we wait a few years they will be gone and in the meantime the youngsters will all have had their educational opportunity."

"They will all have had their educational opportunity?" Nothing of the kind! Many will never have an opportunity as children. Perhaps they may have the opportunity to go into a classroom and listen to teacher and pupils but unless the course of study is fitted to their peculiar needs they will be lost to education. Is there any sense in saying that the wayward boy had his opportunity but would not take it? The problem of education is accentuated in the case of the child who has had his opportunity and would not take it. There was probably a serious defect in the opportunity.

The people of the United States have cause to blush with shame when they learn what other parts of the world are doing in adult education. A man spoke before one of our clubs a few weeks ago on the

great labor schools of Europe. We have some in this country doing a wonderful work, but he was particularly enthusiastic regarding the labor colleges of England. He made the astounding statement that among the five hundred or more classes in labor colleges, twenty-five per cent of the papers turned in for regular marking and review ranked with the papers of honor students at Oxford. In the list of your friends in labor organizations are great men who have acquired education with very little schooling. True, they had great natural abilities and the will to improve them, but they had many handicaps. Notwithstanding these handicaps they are a credit to the ideals of the labor movement. A few weeks ago a group of contractors and laboring men appeared before the School Administration Committee of the Board of Education to urge the establishment of an apprentice school in Chicago. In Chicago, as you know, we have about three hundred apprentices attending school one day a week, but the educational facilities for this group are not of the best. The men appeared before the Committee in order that they might present the case for the school and get redress. I never heard a better argument. A college professor of English could not have marshaled his facts in better order. It was a remarkable demonstration of what practical unschooled men could do. Some of these men lacked schooling but none lacked education. One man spoke with a strong foreign accent. The audience had to listen very carefully to understand some of his unusual expressions but he made an argument of unusual force and dignity. I maintain that when men of that age and that type ask for more education the nation should provide it.

One of the strong tendencies in modern education is toward what we call progressive education. There are several schools of this type in France, Belgium, England and the United States where the ordinary credits, rules and regulations have gone by the board. In these schools the children are thrown upon their own resources, upon their honor, and made independent. Fine character training, refinement and culture permeate these schools, and formalism is reduced to a minimum.

Another tendency, rather spasmodic, is toward the reduction of size of classes. Much of our trouble, I think, in the public schools, is due to an economic insistence upon large classes. Many of our troubles are administrative troubles. It is difficult to get away from them if we must deal with large classes. It is impossible to give the individual attention that children should have except in small classes. We should eliminate mere mass instruction. A reduction in size of classes should be one of the most important of our aims. Many years ago John Dewey said, in substance, "In classes of the progressive type six is company and twelve is a crowd." That ideal seems impossible of attainment in any public school system within a century, perhaps, but who knows? Some of us believe that miracles occur even in modern times.

One of the tendencies of greatest hope to the nation is the growth of democracy in the schools, but if we are to train children in the principles of democracy our teachers must be democratic. They must have spirit, they must have convictions; and they must have independence enough to express these convictions. We will have no cause to fear for the future of democracy if all teachers are given an opportunity to practice what they preach.

Esperanto, the Linguistic Bond For Humanity

By HENRY W. HETZEL, *Philadelphia*

It is evident to thinking people that the peace of the world, if it is ever to be realized must be established by means of and maintained by the greatest possible degree of mutual understanding and co-operation. To a large extent this necessity is already being met (but without any conscious idea to insure peace) by an enormous, even a feverish, urge to shorten the distance and time between ourselves and our neighbors. However, irrespective of our preferences in the matter, and whether the immediate result be a quickening of moral progress or not, we all realize that the peoples of the world are being

brought together in contacts increasingly numerous and intimate. Big movements of all kinds are becoming as much at home in one country as in another. Problems of statecraft, education, science and industry are arising which only the united intelligence of mankind can solve. Acknowledging the nature-ordained fact of their interdependence, the peoples of the earth must seek the fulfillment of their highest ideals through world-wide co-operation.

Yet in the very tool of communication and co-operation, language, there have always been and are potentialities for keeping alive the spirit of suspicion

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and aloofness. National tongues are not only distressingly numerous, exceedingly cumbrous, illogical and difficult to master, but each is notoriously tintured with the characteristics, psychology and even prejudices of the country where it is native. The admitted truth whose significance time certainly intensifies, that the diversity of tongues is a serious barrier to world progress and that eventually civilization must adopt a common speech for all peoples, is thus qualified by the further thought that no national tongue can serve the purpose; the "world democracy," heralded on all sides by far-seeing statesmen and enlightened thinkers, demands neutrality even in its choice and use of a vehicle of thought. The universal adoption of any national language would confer such diplomatic, commercial, political and cultural advantages on one certain group of nations as to make such a proposition absolutely intolerable to all others.

LINGUISTIC BARRIERS

The world has been, and still is, suffering from an over-emphasis on mere nationality. A national consciousness is, of course, not to be deplored,—at least as a step from a narrow tribal isolation toward a wider solidarity. But today, mountains and deserts, rivers and oceans have lost their power to divide mankind; the chief barriers are linguistic ones, which determining as they do, in large measure, the confines of nationality, tend to fix even the economic frontiers. When, with an increasing knowledge of other countries and their inhabitants, man comes to realize his essential oneness in thought and feeling, in hopes and in aspirations, with his fellow men on the other side of the ocean or mountain chain, these barriers stand out glaringly as monstrous anachronisms and tragic absurdities.

Mankind has long ago gotten used to certain codes for the universal communication of ideas. For instance, there is nothing strange to us in the internationality of the Arabic numerals, musical notation, the metric system, the graphic arts, the chemical symbols and signaling at sea, and yet in the matter of mere speech we have been well-nigh helpless. A mariner by means of signals raised aloft may convey some crude idea to a passing ship of another nationality, but should he step upon its deck he and its commander would find an ordinary conversation impossible.

To the obvious thought of the reader at this point that an international language would be a blessing to humanity there is only one objection; the verb

should be *is*. The International Language brought forth in 1887 has had a breadth of application and a success which rightly claim the attention of educational and similar movements everywhere. The world will some day give high honor to Dr. Ludwig Lazarus Zamenhof of Warsaw (died 1917) whose genius and whose devotion to the idea of a world of brothers united by the bond of a common speech has made him one more prophet with which the Jewish race has blessed mankind. His project, Esperanto, though not the first that had been devised to meet the growing world need, immediately attracted an attention that was more than academic, and in a few years it had far outdistanced its competitors, both as to the extent of its literature and the number of its adherents. Its root-words, prefixes and suffixes were selected on the basis of "maximum internationality" and so easy and logical is the formation of derivatives that only a few hundred primary words need be learned. An Esperantist actually coins words as he goes along, and, even by a person who may never have heard such words before, he is instantly and precisely understood. The spelling is phonetic, the tonic accent is always on the penultimate syllable, and the whole grammar is stated in sixteen simple rules (without an exception) which many people have actually learned in a couple of hours! A translation will hardly be needed for the following specimen:

"Simple, fleksebla, belsona, vere internacia en siaj elementoj, la lingvo Esperanto prezentas al la mondo civilizita la sole veran solvon de lingvo internacia; ĉar tre facila por homoj nemulte intruitaj, Esperanto estas komprenata sen peno de la personoj bone edukitaj. Mil faktoj atestas la meriton praktikan de la nomita lingvo."

Far from being a "universal" language in the sense of attempting to displace existing national tongues for home use, Esperanto has a record of accomplishment as an auxiliary language that has long ago lifted it above the level of a mere project. It has become, say its advocates, an everyday, practical means of communication between thousands of people in all parts of the world. Correspondence in it is a commonplace, all the way from stamp collecting and the mere exchange of picture post cards up to high brow discussions of philosophy, scientific matters and world politics, as may easily be seen by anyone who cares to glance through the correspondence columns of the journals, (now about 125 of them) regularly published in the language in all parts of the world. Text books for instruction have appeared

in about fifty languages including such little known ones as Catalanian, Finnish, Japanese, Croatian, Arabic, Icelandic and Welsh. Limitations of space prevent all but a reference to the literature of Esperanto. That it is rapidly growing and already extensive, both in translated works and originals, in prose and poetry, covering practically every use of the printed word, is a statement that can easily be verified.

TOURISTS HELPED

Quite in line with one of its objectives, Esperanto is of considerable help to the tourist. Thousands have visited foreign shores and journeyed through distant countries where, by the aid of the International Language and the "Universala Esperanto-Asocio" whose thousand-odd delegates or consuls are practically everywhere, they have had their travels made more pleasant and profitable than could otherwise have been. This statement will not seem significant to the person who can "get along in Europe on English alone." He *can* "get along," but the traveler who can do merely this must limit his conversation to the "business English" of waiters, ticket-sellers and porters. To the Esperantist alone belongs the joy of meeting foreigners, well-educated and intelligent, as many as one has time to see in any journey or in any visiting city, and of conversing with a freedom and on a linguistic equality that is never experienced when a national tongue is a medium. In at least a dozen cities of Europe there are Esperantist policemen specially trained (in the case of several, specially compensated) to be of service to the visiting foreigner who has already taken the little trouble to meet the world on the linguistic middle ground. Thanks to the system in use among Esperantists the visitor is assured of a hearty welcome and friendly guidance which no mere tourist agency can supply. The testimony is unanimous that the fine spirit of helpfulness thus displayed is due to a bond of union stronger than the mere possession of a language in common; it is a fine faith in the possibility of a better world through complete mutual understanding.

FAIRS USE ESPERANTO

In addition to its abundantly demonstrated utility for general commercial purposes, Esperanto has a special field for advertising the expositions and fairs which, in spite of the war and the blunders of diplomats, are doing a great service in bringing together the business men of Europe. At least a dozen of such annual fairs are regularly using Esperanto,—but that is a story in itself. That other international institu-

tion, the world congress of the usual kind, whether for professional, religious, commercial or scientific aims, not only has felt the diversity of tongues to be a serious handicap, but it has never been able to forget the nationalistic differences among its members. Compared to this kind of a gathering with its inevitable division into mutually uncomprehending groups, its restriction to two or three "official languages" and the waste of time spent in translations, a congress of Esperantists stands out in refreshing contrast. There have been nineteen of these since 1905, attended by as high as five thousand delegates from forty-three different countries and representing nearly as many national tongues.

Here, not only in the general business sessions, where the formal speeches, the unprepared discussion and even the chance remarks are all in the International Language, but in a dozen or more "side congresses" it is the sole medium heard. Teachers, editors, Red Cross nurses, physicians, railway and postal employees, vegetarians, Socialists, Roman Catholics, theosophists and spiritualists,—to name only part of the list—form groups each having its own meetings. Here the delegates "talk shop" with no uncomprehending auditor, with perfect geysers of technical terms, too, and with a vigor and a naturalness that are only paralleled where everyone speaks the same mother tongue. There is usually a play and a musical evening, a travel-talk and a scientific lecture or two, an opera and perhaps even a vaudeville show,—to say nothing of several excursions and many informal social gatherings; and not a word of any national tongue is heard the whole week through! As an indication of the fact that congresses wherein Esperanto is used are not limited solely to propagandists of the language, let us take the Commercial Congress which met in Venice in April, 1923. Here were over two hundred official delegates from twenty-three different countries, representing eighty-nine Chambers of Commerce, thirty tourists' associations, twenty-one international fairs, and over sixty industrial federations, (business men, and not long-haired idealists merely) conducting its three-days' program entirely in Esperanto. As an indication of the ease with which the language may be acquired, it is significant that a number of participants, even speech-makers, actually learned all they needed of Esperanto on their way to the Congress.

PRONUNCIATION UNIFORM

In all these gatherings, and in truth, upon every occasion when the International Language is used

orally, one striking fact makes itself evident,—the absolute uniformity of pronunciation. As far as speech is any indication, you can not tell the Spaniard from the Bulgarian or either from the Swede, and the laughable mistakes that are made in such guesses at one another's nationality are among the commonplace of Esperanto world-gatherings. The significant fact is impressed upon all, visitors as well as participants, that the sense of nationality is completely lost in such an atmosphere and is all but forgotten!

The idealistic side of an Esperanto congress finds its climax and appropriate symbol in the religious service, always a feature of such a gathering. Here you are in a big church filled with worshipers from at least twenty different countries and you hear, in a language perfectly understood by all, the priest, pastor or rabbi, as the case may be, preach the brotherhood of man, now being realized through a neutral medium when heart speaks to heart across the boundary line. Here, when you see every head bowed in

reverence before the same and all important verities and realize that before you is actually assembled *the world*, you will concede the claim that something big has come to pass in the affairs of men; here, at least, is one new thing under the sun. And however unimaginative you may be, does not the sight before you hold a promise of tremendous significance for civilization and the spiritual welfare of the race?

That there are untold possibilities for good in such an instrument of civilization is now being realized, particularly in Babel-cursed Europe. In many a place in England and on the Continent Esperanto is a regular, even an obligatory, part of the course of study. School children broaden their knowledge of foreign peoples and their human sympathies by letter and post card correspondence with students in other lands. Here is a practical and at once usable means for applied idealism which, as a substantial contribution to a new and better world-order, will not be overlooked by forward-looking educators and leaders of men.

Education Made Field of Alleged Propaganda

The Chicago Tribune Publishes Story of Insull Fellowships in Aid of Utilities

WASHINGTON, D. C., April 13—(Special.)—Early in 1919 Samuel Insull called together his executives in the public utility field and ordered them to "get busy and do something" to counteract the wave of antagonistic propaganda then depressing the utility industry in that state.

The story of how his subordinates carried out that order and developed a publicity organization carrying information favorable to the utilities to every person above the eighth grade in Illinois was related before the federal trade commission today.

Inquiries by commission examiners now investigating public utility financing and propaganda against government and municipal ownership disclosed that virtually every avenue open to the spread of favorable utility information had been explored by an Illinois committee on public utility information developed to carry out the Insull orders.

Rob Roy McGregor, assistant director of the committee, told the commission that similar committees had been organized in other states as an outgrowth of the Illinois movement. He asserted that all these organizations existed mainly to spread accurate information, but admitted that efforts were also made to show the fallacies of government ownership and to fight such measures as the Boulder dam and Muscle Shoals legislation.

It was disclosed that the Illinois committee not only used the movies, the radio, the public press, the Chautauqua platform, civic clubs, Kiwanis and Rotary clubs, women's organizations, and pamphlets, but also had invaded high school and university in the interest of public utilities.

Examination of correspondence between the Insull committee and colleges disclosed that the utility interests now maintain scholarships for students and fellowships for professors. They revealed that in some cases the utility interests aided professors in gathering material for these and books on utility subjects and offered on many occasions to finance text books.

The Insull committee made a study of utility text books and texts on economics and inaugurated a campaign to have alleged inaccuracies deleted.

In letters passing between committees certain professors were described as "sound" and others as "unfair." Prof. Charles E. Merriam of the University of Chicago was named among those as "all wrong on certain utility questions."

The Illinois committee, it is said, aided in establishing public utility courses at Northwestern and Illinois universities.—*Chicago Daily Tribune*, April 14, 1928.

ADDRESS

By HARRY E. SHECK
of Chicago Trades Union Label League

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

Throughout the ages the struggle for human freedom has always been attended by suffering and sacrifice. This has been especially true in the experiences of working men and women. It is an historic fact that in the beginning those who performed labor were classified as slaves, were bought and sold upon the open slave markets of the world. As one nation conquered another, the victors made subjects and slaves of the vanquished. Forced labor, compulsory services, was the rule followed, for among the dominating class those who performed work of any kind whatsoever were considered both ignoble and degraded.

Then came the change from the condition of slavery to that of serfdom. Slowly, as civilization progressed, the workers became more mindful of their positions in life, and sought ways and means to elevate and improve their living standards. There were many defeats, many disappointments, but eventually success came and the workers became free.

With this freedom as a basis for action they formed into what were later known as trades unions. These unions were formed for the purpose of strengthening their economic power through collective bargaining. Like all great movements which came into being because of a deep-seated sense of injustice this movement met with terrific opposition. Men were discharged because they had joined a trades union. They were despised and considered enemies of society, but they did not falter, fully realizing that they might never enjoy the fruits of their labors yet willingly making sacrifice for those who were to follow.

I believe, my friends, that spirit is exemplified in the most beautiful way in the following lines:

*"An old man going along a lone highway,
Came in the evening, cold and gray
To a chasm vast and deep and wide
The old man crossed in the twilight dim,
The sullen stream had no fears for him;
But he turned when safe on the other side
And built a bridge to span the tide.*

"'Old man,' said a fellow pilgrim near,

*'You are wasting your time with building here,
You never again will cross this way,
Your journey will end at the close of day.
You have crossed the chasm deep and wide,
Why build you this bridge at evening tide?*

*"The builder lifted his old gray head,
'Good friend, the way I have come,' he said,
'There followeth after me today,
A youth whose feet must cross this way;
And the stream that was as naught to me,
To the fair-haired youth might a pitfall be,
He too must cross in the twilight dim,
Good friend, I am building this bridge for him.'"*

I believe that would fit the trades unionists, those who are active in building up this movement—for those who are to follow. Surely there cannot be very much satisfaction in the selfish person among the working people who says, "Oh, I will take care of myself, and let the other fellow struggle for himself." There can't be much satisfaction in that.

I pointed out to you in the beginning of my little talk the fact that organized labor is here because of necessity. Necessity will keep it alive. We owe a great deal to the pioneers of the labor movement, the courageous men and women who have built up this organization that we now call the American Federation of Labor. They have gone through all kinds of sacrifices and through all kinds of hardships and they have done that because they knew that others were going to follow them to enjoy the fruits of their labors. They have done that willingly.

Having that in mind why should there be any hesitancy on the part of people to do anything in the way of service at this time? We know why the labor movement has been brought into being. Some say that it is not as perfect as it ought to be. We agree with them. It is not nearly as perfect as we hope it will be some day. We have a movement now that years ago did not exist. Men and women then were not allowed to gather in meetings.

I believe you will be interested to know something of my own progress in this work. My father was a member of the Building Trades of Chicago

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when it was not very safe to let anyone know that you were a member of organized labor. My father came from the other side and raised a very large family. He was not able to join any fraternal organization. He couldn't read well enough to take the obligation that would make him a member. When his signature was required he had to make a cross beside his name. The only secret society (if that is what you want to call it) that he ever belonged to, was the labor union and now I believe every one of his ten children are members of two or three fraternal organizations.

If there is anyone in the world who appreciates the value of organized labor it is such families as that where they have really "got their start" so to speak through an organization of men and women such as ours.

You may say, there are certainly people employed to do organization work for the labor movement, and they are expected to do it, we expect them to do their work, that is absolutely true. And yet there is this much about it, when you go back to your city I hope that every one of you will think of the things you have heard and the contacts you have had and lend all the enthusiasm you can and say to your membership at home, that the officers in any organization can do much better work if they get the co-operation of the membership.

The department that I happen to represent is what is known as the Advertising Department of the American Federation of Labor. It is considered that way among the employers at any rate. We never advertise it that way but the employers feel that way about it. The men we have employed in the label department are all men who have come out of some shop and are by no means expert advertising men. I happen to be a member of the Printing Pressmen's Union. I was put on the staff of the label department to create a greater demand for union label products.

I haven't had the opportunity to get the education that most of you have here. Everything I got was before I left school at the age of eleven years, and just what I was able to pick up myself since then.

One of the things that happened when I was traveling in the west for the A. F. of L., when we showed "Labor's Reward," which picture showed "The Evolution of the Labor Movement," was a real response from a man who knew something of the struggle of the workers. This man, who was an

ex-judge, was very much pleased with the picture and also the lecture that went with it. He said, "Never before did I know that the American Federation of Labor sent out men for anything but to condemn everybody who was not in their own organization. The business men and my friends here have been very much pleased with the presentation that has been made to the people here in this town." This happened out in Lander, Wyo. When the picture was shown there, the high school was shut down. The children marched down the street over into the theater. It was a picture that didn't appeal to the average person that was in the habit of seeing the kind of movies we usually see, Charlie Chaplin and the others, or the two gun fellow. This was an educational picture.

As the reels were thrown on the screen they pointed to the fact that organized labor has been largely responsible for the free public schools that we have in this country today. No church, no organization that we know about has ever made the effort that the American Federation of Labor has made to give the children of this country an education.

The judge said: "I have been a business man for many years and I have had many opportunities to talk to organizations such as the Lions Club and the Kiwanis Club and others and I have also talked over the radio and tomorrow morning I am coming down to the hotel to show you some of the letters that have come in from people who wanted to know more about this. I am about seventy years of age and I have had a lot of experience. I want you to arrange it with the label department. If you can, I am willing to go on their staff, even though I am getting along in years I am in pretty good shape yet, and I am willing to put in the rest of my life for the labor movement itself. This picture has converted me. I have always had the idea that the labor movement was managed in a different way than was brought out by this picture."

To me this was a very excellent spirit. He was a good speaker and very well thought of by business men, so I wrote to the department of which I am a part and told them about this discovery I made out there in Wyoming. By golly, the way I felt about it at that time if the devil himself would have said something to help the labor movement along I would have been glad.

To my surprise there came the question "Where did this fellow ever carry a card?" The fact was he

had never belonged to a labor union in his life, but he was a business man and could get before the groups and tell our side of the story. You know the American Federation of Labor likes to know where men have worked and what their history has been. This is the reason you see men like myself who have been taken out of shops, trying to tell the story to you.

Of course you know all of these things just as well as I do, but it is just for the sake of reminding you of some of these things that we come here.

Before you leave Chicago I wish you would find time to see the results of an effort made by the Chicago Trades Union Label League. If you don't take advantage of this invitation you may be a little bit sorry later on, because I am sure that some day this little effort that we have made here in Chicago has started something that is going to grow.

When I started out this morning it was so beautiful, the temptation was strong to go any place except to a place where I would have to be inside and talk, but I just thought I would come over and say "hello" to you and wish you all kinds of good luck. I shall certainly be disappointed if you don't come down to the Union Label Store, located at 423 South Dearborn-st. I don't care whether you spend a cent or not in the store. I just want you to look around and see what we have there.

I will tell you the reason why we started this store. One of the main reasons was the prison contract labor evil. Do you know that in the city of Chicago the stores are being flooded with the product that comes from prisons? They are selling these goods in the stores and there is no mark of any kind on them, and consequently the temptation is so great that you can hardly blame some of these working men's wives, when they make a purchase of a house dress for ninety-eight cents, that couldn't be produced in any factory even though it is non-union, and sold at that price.

We are the only organization that I know of, outside of some of the churches, that has taken a prominent stand against this prison contract evil in this country. The A. F. of L. has tried year after year to get these manufacturers to tell the truth, that is all. If it is prison-made, let the people know it. Stamp it that way so that when a man who is in business and who has made up his mind that he is not going to sell that kind of product will not be considered as a merchant who is trying to hold up

the customers when his price is a trifle higher than those who sell prison made goods.

If I remember correctly the statement was made by John Walker, president of the Illinois State Federation of Labor, that the bill requiring the manufacturer to stamp prison made goods as being prison made, was killed. If that is a fact, if it is so hard for us to put that kind of a law on our statute books, which any decent person will say, is only fair, then we should, as members of organized labor make up our minds that when we make a purchase, ask for the union label. And when we ask for that label we are protesting against that great evil we have in this country, namely prison made labor competition.

I happened to address a church gathering out west. The subject was prison labor competition. I noticed the preacher was taking notes. He was very much worried about what was going to happen to these poor prisoners. He said, "They are liable to go insane. What are you going to do about these people if you do not give them something to do?" asked the preacher.

I said, "Has it ever occurred to you, sir, these fellows walking along the streets who have a wife and several kiddies, and who can't find a job, can't find employment, are in a bad way? You evidently don't think about them, that as soon as they become desperate because of lack of work they may commit a crime; and then they are sent to prison and then they go to work for these prison labor contractors—and so it goes."

We found that they make work shirts. Millions of them have been made, according to statistics. They have come into this country from the outside, many have been made here and sent outside, men working at that kind of business in the prisons in which women are employed in our factories and you should understand what that does. These men come back after serving a year or two perhaps for killing somebody, and while they are serving their time, they compete with some honest person who is trying to find a job. They probably worked on work shirts for a year or two, served their time there in the prison and they are back searching here and there and everywhere for a job. They have the mark of prison around them, sometimes they even change their name or try to disguise their name in some way and suddenly somebody in the factory spies them and says, "Why, that is a jail bird." This is a good

Christian employer who has hired him and he can't have anything like that in the factory so back he goes again to the prison and competes with honest men and women in the garment trade.

I can't think of anything we have in this country which we should take a more decided stand against than that particular evil. We found in Chicago there were so many stores selling that kind of stuff it was, and is appalling.

In our store we have only a few things for women, it is mostly a store for men. We have handkerchiefs for ladies and we have umbrellas and stationery but outside of that there isn't much for the ladies. The Ladies Garment Workers don't use the label as yet. The label they use has never had the O. K. of the A. F. of L. The only labels we recognize are those that are registered with the international unions or the American Federation of Labor.

I want to see you over in our store. I want you to know more about it and when you go back home we hope you will start something like it in your own cities. I think we have a few outside of Chicago, but owned by private individuals. If we had these chain stores all over the country they would be distributing agencies for union factories, then we could overcome this evil we have right now where we haven't a chance in the world to put our products before the public, because chain stores are controlled by the non-union factories.

Before I leave I want to recite a little poem that I think is very fitting and very pretty. It fits any

one connected with the labor movement. Sometimes when you read the stories in the newspapers, some of them pointing the finger of scorn at the labor movement you feel that some of the people connected with the movement do not deserve much consideration. Well, we can't expect a perfect organization any more than Christ himself had in His group of twelve men. You know He had one who doubted Him, one who denied knowing Him three times, and even a traitor in the group. We have that kind in every movement in the country or on this earth. But we in the labor movement have the satisfaction of knowing that we are doing our best and that counts a great deal. We can be the best of whatever we are as this little poem will express.

*If you can't be a pine on the top of the hill,
Be the shrub in the valley, but be
The best little shrub at the side of the rill;
Be a bush if you can't be a tree.
If you can't be a bush, be a bit of grass,
The highway happier to make,
If you can't be a musky then just be a bass,
But the liveliest bass in the lake.*

*We can't all be captains, some must be crew,
There are things for all of us here;
There are big things to do, there is lesser to do,
The task you must do, is quite near.
If you can't be a highway then just be a trail,
If you can't be the sun, be a star,
It isn't by size that we win or we fail,
It's by being the best of whatever we are.*

COLORADO

The Opportunity School of Denver is living up to its name. During the past year, 9,500 students were received and 1,500 placed in employment. The school was founded on the idea of Miss Emily Griffith, to offer training in any occupation "that gives service to the public and provides a living for its workers." There are no entrance requirements and no set rules for attendance. Students come at all hours up to 9:30 at night.

Three hundred working people are enrolled in the high school department. The course is flexible but certain standards are maintained, and a regular high school diploma may be earned.

Miss Griffith is receiving the co-operation of employers, and is confident that the idea has come to stay.—*Bulletin of the Pennsylvania Public Education and Child Labor Association.*

IS THERE A POWER TRUST?

Josiah T. Newcomb, chief Washington lobbyist of the Power Trust, is out with a speech entitled, "The Power Trust Myth." This reminds us that Mark Hanna claimed there were no trusts. Former Governor Pinchot in a letter to Senator Walsh, in offering to support Walsh's proposed investigation of the power trust, says he has had an expert on the job for over a year who has discovered that "41 corporations have a total capitalization of \$10,200,000,000. They monopolize all the sources of electric power for four-fifths of our people—three quarters are already known to be dominated, owned or controlled by five men or corporations."

These five are the General Electric Company, Doherty, Morgan, Ryan of New York and Insull of Chicago.

BOOKS

*"There is no frigate like a book
To bear us lands away."*

—Emily Dickinson.

EDUCATION AND THE FUTURE—EDUCATION FOR A CHANGING CIVILIZATION

By WILLIAM HEARD KILPATRICK

New York: The Macmillan Co. \$1

Reviewed by I. L. KANDEL, Teachers' College

Unrest in education is no new theme, but at no period has it been so widespread and universal as in the last decade. Everywhere the chief preoccupation is with the reform of content and methods of instruction. Outside of the United States there is the additional complication that arises out of the new attempts to evolve systems of educational organization that are more consistent with the demands of democracies. In general the unrest is caused by a recognition that much that was taught whether in the elementary or secondary schools failed to carry over into life activities, that education in general had become encrusted with tradition and formalism, and with content that had lost its meaning for modern societies. The keynote of the new movements is a desire to cultivate personality through content that has at once meaning for the individual and value for social progress. So stated the problem seems apparently simple and the very simplicity of statement has elicited greater interest among parents and laymen than educational questions have done hitherto. It is only as one examines the professional proposals for reform that revolve around this central aim and that are appearing in almost every important language of the civilized world, that one realizes the essential difficulties involved in the problem.

* * *

Professor Kilpatrick presents in the first two of his three lectures on "Education for a Changing Civilization" an excellent and clear statement of the problems that confront education and society today. Starting with the thesis that the chief characteristic of the present age is rapid change due to the rapid development of science and the changed mental attitude consequent thereon, to industrialization, and to democracy, he draws attention to the intellectual

moral and social "lag" between the school and society as it is coming to be. Authoritarianism, while declining to some extent in the intellectual field, still dominates the religious, moral, social, legal and political outlook. While a critical attitude and tested thought characterize modern science they do not carry over into other activities of life. The task of education is to develop a new freedom which asks why and demands an answer before it accepts. The tempo of modern life is rapid, old solutions will not satisfy, and the new generation is facing an unknown future, for which youth should be prepared. The cultivation of dynamic personality able to face new problems and situations is, then, the problem, or, in Professor Kilpatrick's words, "Our problem then would seem to be to help our young people make the shift from external authority to internal authority."

The solution of this problem lies in a close approximation between education and its process to immediate life and its educational processes. In other words, the content of the school must have meaning for the pupil and be of value for life in society, while the methods must follow the methods common in life outside of the school. The separation between education and life resulted in formalism, conservatism, and neglect of the individual, and the establishment of a purely literary and bookish ideal of education. "Only as the school is placed on a basis of actual living can certain necessary social-moral habits and attitudes be built, certain necessary methods of attack upon problems and enterprises be developed." The purpose of education from this point of view is, then, to develop a critical attitude, a scientific habit of mind, ability to judge and open-mindedness, breadth of view and readiness to co-operate in the interest of social progress and well-being even at the risk of questioning the validity of existing institutions.

Up to this point no one who holds a rational conception of liberal education would differ from Professor Kilpatrick's main thesis. It may be objected that he does not state how many pupils could profit by such an education and takes no account of the contributions of the psychologists on individual differences. One may question both the economy and validity of "the internal authority, of how it works when tried" in any type of activity, without pointing to crime statistics and moral standards due to some extent to the elimination of external authority

in our education, while still another criticism may be found in the still inadequate knowledge of the factors that make for progress. Yet in the main his thesis on the aims of modern education may be accepted without following Professor Kilpatrick in all his implications.

The third lecture in which these implications are worked out, is, as the author admits, the most controversial. Here Professor Kilpatrick develops his ideas on curriculum and method. Taking as his point of departure the necessity of preparing the younger generation to face an unknown future and to be prepared to meet unsolved social problems, he is prepared to discard "for most pupils" Latin as well as Greek, mathematics, much of present history study and modern foreign languages, while "English and the sciences need remaking from within rather than rejection." He leaves, then, for major consideration the study of social problems. This is a serious indictment of current practices, all the more serious because it finds wide acceptance among educators. And yet it may be seriously questioned whether the indictment can ever be against subjects as such. Those who criticize subjects because of their failure to achieve anything, fail always to take into account what is today a far more serious indictment of our system of education, and that is the large number of teachers who are either inadequately prepared in, or entirely unfamiliar with, subjects that they profess to teach. Before subjects can be discarded, it would be well to discover what can be done with good teaching; otherwise the time will not be distant when "social studies," too, will follow the rest into the discard. Assuming, however, that Professor Kilpatrick's contention is sound, can the unknown future be anticipated, can the future social problems be foreseen? Attempts to discover lines of future interest have been made, as, for example, in the sciences. Newspapers and magazines were analyzed to discover the major scientific trends of the day; ten years later it was found that the emphasis had shifted. The same would no doubt be true in any field. It would be unjust to Professor Kilpatrick, however, to leave the impression that he wishes to discard everything that has come from the past. "Many old demands remain substantially unaltered." "Accordingly, to such of the older limited stock of precise subject-matter as should survive from this generation to the next, there must be added certain more generalized methods and attitudes of attack that especially fit for meeting novel situations."

Knowledge of what has been done and said in the past is still essential, and without knowledge new methods of attack cannot be developed. It is highly problematical, however, whether teachers can go beyond this, whether education can undertake more than transmission of the inheritance of the race and adjustment to the present through content that has meaning and by new methods that would be valid in new situations. Granted that "we face as never before an unknown shifting future," how can "children learn to adapt themselves to a situation which we, as teachers, can only partially foresee?" Dealing with similar proposals for an education in civic and social predaredness Walter Lippman in "The Phantom Public" offers a criticism and suggestion that apply in the present instance. "If the schools attempt to teach children how to solve the problems of the day, they are bound always to be in arrears. The most they can conceivably attempt is the teaching of patterns of thought and feeling which will enable the citizen to approach a new problem in some useful fashion." And again, "No scheme of education can equip him (the citizen) in advance for all the problems of mankind; no device of publicity, no machinery of enlightenment, can endow him during a crisis with the antecedent detailed and technical knowledge which is required for executive action."

How great is the difficulty of anticipating the educational demands of a "shifting future" can best be realized by a comparison of the varied "job analyses" and enumeration of objectives for adult life. The criticisms offered of the solution proposed by Professor Kilpatrick do not affect the value of his analysis of the present educational situation. Indeed, Professor Kilpatrick does not claim to legislate, he recognizes, as has been long recognized in England and is today in a new sense recognized in Germany, that the ultimate solution of the educational problem can only be found in a well-prepared teacher enjoying a freedom that is limited only by sound professional knowledge and insight. Such a condition is still remote and especially in the United States where the chief danger lies not in inadequacy of theory, solutions, and panaceas, but in preaching the philosophy of freedom for the pupil and in denying it for the teacher by a welter of courses of study, textbooks, supervisors, and experts. The older theory lent itself to such hierarchy of controls. If Professor Kilpatrick's general survey has any value, it lies in directing attention to the incompatibility be-

tween new theories of education and old systems of organization.

How difficult is the task of reform is well illustrated in Miss Josephine Chase's "New York at School," whose publication was made possible by the Public Education Association. The volume does not attempt to do more than present a descriptive account of the public educational system of New York City. The task is well performed and one can not read it without realizing the immensity of the educational problem that confronts New York. Obviously the danger lies in the development of a vast machine. While schools have been set aside for various experiments, New York City is still far from encouraging that variety and freedom that is found in the educational system of the London County Council. It is unnecessary, however, since the volume does not invite it, to enter into any considerations of the quality of education offered in New York, the size of buildings, the inbreeding of teachers, and other questions. As a survey of the fabric of the educational system "New York at School" is a valuable contribution for giving the parents and taxpayers an intelligent insight into the largest educational enterprise in the world.—*The Saturday Review of Literature*.

A SHORT HISTORY OF WOMEN—By John Langdon-Davies. Viking Press, 30 Irving Place, New York, 1927. \$3.00.

It is indeed gratifying to find a book such as "A Short History of Women," by John Langdon-Davies, since most historians seem to be unaware that there has been such a thing as a woman movement or even that woman has had any part in history or its making.

This eminent English scientist presents a clear account of the social status of women throughout the ages, from primitive days to the present. He shows us the source of the difficulties which confront the women of today in their struggle for freedom and self-respect.

Mr. Langdon-Davies turns prophet in conclusion and predicts woman's future destiny.

The book is recommended to both men and women for its sane solution of the "woman question" and its hopeful outlook.

MORE CHILD LABOR

Two hundred thirteen factories in Mississippi employ women and child labor, an increase of 34 mills since January 1, 1927.

With the January issue, the *English Journal* began to appear in two editions—the first educational magazine to adopt such a policy. The regular edition will be devoted to the work of the senior and junior high schools, and the "College Edition" to English in higher education.

Originally the *English Journal*, which is the official organ of the National Council of Teachers of English, dealt with curriculum and methods in the traditional four-year high school and in college. With practically a five-grade span, *The Journal* was able to cover its field satisfactorily. Then came the great increase in high school and college populations, with consequent increase in number of teachers and in the amount of good pedagogical writing. About the same time the scientific movement in education began to be fully felt, and the editor's manuscript drawer overflowed while the pages of *The Journal* bulged.

The demands upon *The Journal* and the material offered it were still further increased by the rise of the junior high school, which has grown with startling rapidity. The United States Bureau of Education has a list of about 1200 such schools. One publisher has the name of 5000 junior high school teachers of English. No one, indeed, knows how many there are, and if he knew today his figures would need revision tomorrow. Less noticeable, but not unimportant, is the extension of the influence of the National Council of Teachers of English, of which *The Journal* is the official organ, upward through the college.

One magazine was no longer adequate to cover this wide grade span, and the two editions were planned. The two editions will have jackets of different colors and interesting typographical changes make both more attractive than even the well-printed *Journal* has been.

"*Forests and Water*," a booklet, originally a part of the Final Report of the National Waterways Commission, has just been published by the Department of Agriculture. This gives the results of years of scientific investigations by noted men both in America and in many other countries. To procure a copy write to United States Department of Agriculture, Office of Information, Washington, D. C.

A small number of choice books are sufficient.—*Voltaire*.

RURAL SCHOOL LEAFLET 42, By EDITH A. LATHROP, of the Bureau of Education, Washington, is an interesting report, setting forth the work of the State School Improvement Associations of five states. These associations were pioneers in securing co-operation between schools and their communities. While the first was formed in that northern-most state, Maine, the idea found heartier welcome in the South, and between 1902 and 1912 found expression in nearly every Southern state, creating an alliance of teachers and laymen for the betterment of local schools, yet developing harmoniously throughout each state by linking itself with the State Superintendent's office. Perhaps one reason for more active associations in the South was the financial assistance at their disposal through the Southern Education Board till 1915; The Peabody Education Fund; the women's clubs and private donations.

Of the fourteen states once so organized, in five the School Improvement Associations still function as state organizations, "promoting school improvement on a state-wide basis." They are Maine, Alabama, Arkansas, South Carolina and Virginia. And, since they were pioneers, no two of them had the same beginning. Thirty years ago, in 1898, the State Superintendent of Maine found himself single-handed unable to improve educational conditions and called upon the public for help. In Alabama, the Federation of Women's Clubs took the initiative. In Arkansas, eleven Little Rock women organized the state. In Virginia, the Governor came to the aid of the State Superintendent and called a meeting—Note the aim—"to unify educational forces"; and the means proposed: "to sink differences and seek identities among all educators." But most significant of a new era was the beginning in South Carolina. Here President Johnson, of Winthrop College laid a plan for improving rural schools before his seniors; and as a result thirty-three of these girls banded together under the name of the South Carolina Women's Association, and pledged themselves to the betterment of the rural schools of the state. Through the alumnae of Winthrop College they began a work that has carried on for twenty-six years.

Naturally we ask: What have these associations accomplished? All that the P. T. A. has in improvement of buildings and grounds and increase in equipment; in putting libraries into schools and agriculture into the elementary grades, and in campaigning for

health. But more, they have provided university extension courses, they have beautified their towns, and have brought town and country nearer together by building better roads and bridges. Virginia, thoroughgoing, even organized the school children into junior leagues and helped the Negroes create a similar association. Prizes, pictures, trophies helped keep enthusiasm alive.

The fact that at the end of thirty years the Bureau of Education has thought this work significant enough to incorporate in its Rural School Leaflets is high commendation.

LYDIA J. TROWBRIDGE.

SUGGESTIONS FOR PARENT-TEACHER WORK. By The Parents and Teachers Association of the Ethical Culture School. New York. 1927. Pp. 67. \$.50.

This pamphlet, based on the experiences of the Parent-Teacher Association of the school, has, so far as we know, no rival in its field. Under three heads, Organization and Efficiency, Education, and Welfare, are given lists of 26 standing committees that perform the work of the association. The work of each committee is discussed in some detail, usually under the following heads: history, purpose, procedure, suggestions. A sample program for a year's work is also included. This pamphlet ought to be of considerable value to all groups purposing to organize a parent-teacher association, and even to groups already organized.

F. W. SCHACHT.

WEBSTER'S NEW INTERNATIONAL DICTIONARY. G. & C. Merriam Co., Springfield, Mass. 1927.

Possibly in no way do we get so definite a view of changes in social conditions, in art, literature, and science, as when we examine a list of recent words such as is here contained. *Airplane*—did you realize that this is the standard form adopted by the United States Army? *Black and Tan* is common in press and speech. Here is explained the full meaning of the name. *Carrell-Dakin Treatment*, *Cargile Treatment* and *Dakin's Solution* record the progress made in surgery when war's necessity became the mother of these successful methods of treating deep wounds. *Dail Eireann*—note the pronunciation and the record of its early activities. *Esch Cummins Transportation Act of 1920* is well covered, even though no one yet

knows what the results are to be. *Facista*—note the plural *Facisti*. *Flapper*. Here she is, though the word is already losing vogue, and here are the best-known explanations of how the term originated. *Fourth Dimension*. The subject is so involved that only the trained mathematician can cope with it successfully but here is the best statement we have ever seen. *Realtor*. This word, which knocked for admittance in 1908, has at last deserved a place.

SOCIAL SCIENCE.

SAFETY EDUCATION; A MAGAZINE OF THE GOOD ADVENTURE

Under the above title The Education Division, National Safety Council, is publishing a really beautiful magazine. This magazine meets a real need. Safety education is now a live and thoroughly accredited subject in the curriculum. With the incorporation of safety teaching in the regular course of study has come the demand for materials that will be of definite and practical help to the teacher.

There is offered two handbooks, "An Introduction to Safety Education" and "A Junior Safety Council Handbook."

A series of short safety plays by authors of recognized ability, and miscellaneous pamphlets dealing with various phases of safety teaching are also available.

Perhaps the most valuable service which the Education Division of the National Safety Council has to offer is *Safety Education—a Magazine of the Good Adventure*. This magazine brings to the teacher each month practical lesson material in the form of projects, plays, stories, verse and humor. "Safety Studies for the Month" deal with the hazards of the changing seasons and suggest correlations which are refreshingly new and interesting. Nature articles, and suggestions for combining safety instruction with manual work are also regular features of *Safety Education*. Several pages are devoted to news of junior safety councils, patrols and other school safety organizations. The price of the magazine is one dollar a year; with special reduced rates for quantity subscriptions. The address is 120 West Forty-Second-st, New York.

"What is an engineering education?" general series bulletin, Vol. 18, No. 4, Missouri School of Mines and Metallurgy, Rolla, Mo.

This bulletin of seven pages was prepared to place before students and advisers of secondary schools information regarding the study of this branch of

learning. It was written in response to a suggestion made by a research engineer engaged in the study of engineering education, under the direction of the Society for the Promotion of Engineering Education.

The bulletin was prepared, not with the thought of influencing boys in the choice of a career, but to place before them, while they are yet in the preparatory schools, information that will help them in choosing their preparatory work for this difficult branch of learning. The bulletin analyzes typical engineering curricula, showing the percentages of time required in various subjects to complete the work required for a degree, and suggests broadly courses to be pursued in the preparatory schools by those who expect to follow engineering as a profession.

Copies of the bulletin may be obtained without cost from The Registrar, Missouri School of Mines and Metallurgy, Rolla, Mo.

NEW TESTS

The Educational Research Bulletin of the Ohio State University, November 23, 1927, contains an interesting list of new tests.

From the Public School Publishing Company, may be obtained the Sinis Score Card for Socio-Economic Status "designed to ascertain and record the general cultural, social and Economic background in the homes of school children," a Test at the Completion of Good Preparation Courses in the Junior High School by Miss Nina Streeter and Miss Mabel Trilling in which judgment, as well as information, are involved and the German Reading Scales of the American Council on Education devised by M. J. Van Wagener and Sophia Hubman Patterson co-operating with the Modern Foreign Language study. Scott Foresman and Company have issued two sets, "The Compass Survey Tests in Arithmetic," in two series, elementary and advanced, and the "Arithmetic Neatness Scale" of F. B. Knight and W. E. McClure. The World Book Company has published an interesting Rating Scale for School Habits developed by E. L. Cornell, W. W. Coxé and J. S. Orleans, of the Educational Measurements Bureau of New York State.

Teaching is not a profession. It is a part-time job. This is proved by the fact that large numbers of teachers are engaged in various avocations in order to supplement their small salaries.

CONFERENCE OF TEACHERS IN WORKERS' EDUCATION

KATONAH, N. Y.—The place of workers' education in the labor movement was discussed at the fifth annual conference of teachers just closed at Brookwood Labor College here.

Four possible spheres of workers' education were outlined by Eduard C. Lindeman of the New York School for Social Work:

1. Workers education wholly under the control of dominant labor organizations and financed by them. "The learning which such organizations promote will undoubtedly be stereotyped, conservative, and distasteful to all who belong to minorities," said Dr. Lindeman. "But if those minorities should by some lucky accident become the majority, would they not make the same claim for control, and would they not in the end become equally stereotyped, conservative and distasteful to the new minority?"

2. Educational enterprises possessing a higher standard of excellence and a broader freedom, organized within the labor movement but exercising equal control in its councils with other organized branches. This type would, presumably, consist almost solely of labor colleges.

GROUPS HOLD THEIR OWN

3. Educational enterprises which do not in any sense presume to represent existing labor principles and policy, but which maintain an independent status for the main purpose of criticism, challenge and experimentation.

4. Educational enterprises which include representatives from organized labor, from organized agriculture, and from intellectual groups promoting a type of education designed to create and experiment with those values and principles which need to be realized if the workers are to influence and guide those economic processes which have their setting in government and the law; in other words, education for future political action.

"If we could have all these varieties of educational enterprises and their relationships, we might find ourselves to be a part of a labor movement which actually moved, resolutely and intelligently, toward a changing social order in which enlightened workers and learners could find new meanings and new motivations for their values," said Dr. Lindeman.

A survey of workers' education for the past year showed many of the groups not more than holding their own, though in certain localities new impetus

seems to have been given, notably in Pennsylvania where, under the direction of Leonard Craig, a Brookwood graduate, labor colleges have recently been started in Pittsburgh and Shenandoah, with prospects for classes in at least two more cities. An awakening interest in workers' education on the part of groups other than workers was evidenced by the summer schools held at Bryn Mawr, Wisconsin University, Barnard College, Sweet Briar, W. Va., and various industrial groups of the Y. W. C. A.

LABOR MEN ON SCHOOL BOARDS

Textbooks and syllabi for class use adapted to workers' needs and minds, and competent teachers with a labor viewpoint were felt by field workers to be the greatest needs.

If city school boards had labor men on them instead of only doctors, merchants and real estate agents, and if the teachers were organized, children would not come out of the public schools with their present attitude of suspicion or contempt for trade unions, it was pointed out.

The recommendation of the A. F. of L. that the executive board of the Workers Education Bureau be made up exclusively of representatives of the A. F. of L. and international unions—thus depriving state and city federations, labor colleges and classes of representation—was discussed, and there was general agreement among the teachers present that this would be detrimental to the movement.

About 25 teachers, representing 15 branches of the work, were present at the conference which was held under the auspices of Brookwood Local 189, American Federation of Teachers. Proceedings of the conference are being published and will be available shortly.

NOTES ON COURSES IN MILITARY TRAINING IN LAND GRANT COLLEGES

Following the decision by the Attorney General of Wisconsin that the land grant colleges are required to offer courses in military training, but not to compel the students to enter them, and consequent action by the University of Wisconsin making military training optional, the subject has received wide discussion, notably in the University of Minnesota, Northwestern and Chicago Universities. It is proposed to substitute physical training for military drill if the latter is optional.

A final decision on the law is expected in the near future.

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AMERICAN FEDERATION OF TEACHERS

ORGANIZED APRIL 15, 1916

Affiliated With the American Federation of Labor

LOW-PRICE TEACHERS SUBSTITUTED

DES MOINES, Ia.—(FP)—*The Des Moines school board has increased the pay of about one-third of the teaching force, the total raise amounting to \$15,000 annually. The superintendent assured the board that this will not increase the budget, as during the past year 75 highly-paid teachers were dismissed and low-paid ones substituted.*

WELL! WELL!

Marriage a ban to employment.

A report has just come to us that the Newport, R. I., Board of Education has passed a rule that the marriage of any teacher will be regarded as a resignation. To the teachers who must submit to this encroachment upon their personal liberty or seek another field we can offer one suggestion.

Organize and affiliate with the American Federation of Teachers, the one educational organization that has long and vigorously protested this injustice to teachers.

Then as the first activity of this new chapter we advise that Helen Taft Manning, daughter of ex-President Taft, and Dean of Bryn Mawr, be invited to present the subject to the citizens of Newport.

The following article by Mrs. Manning from the April issue of *McCall's Magazine* is a most forceful statement of the case and should be used with telling effect on reactionary school boards.

SHOULD WOMEN TEACHERS MARRY?

By HELEN TAFT MANNING

A short time ago an item appeared in the newspapers describing the efforts of the administration in one of our largest cities to collect evidence which might be used to weed out all married women among the public school teachers. Whether or not this report was true, there can be no question but that in many cities the career of the teacher who has been rash enough to marry is very hard. The reasons advanced for the prejudice against married women on the part of boards of education are: first, that their employment is detrimental to the schools, and secondly that it is an injustice to their own families.

Thus it is said that when a woman marries her heart will no longer be in her work. Just why she should not have given it up voluntarily, if that is the case, does not appear. The truth of the matter is that the woman who wants to teach after she marries is probably one who feels an unusual aptitude for the profession, and it is not likely that the change in her circumstances is going to upset her equilibrium for any length of time.

And surely we may waive the old argument that the advancement of married women is an injustice to the unmarried teacher who stands more in need of the economic benefits of promotion and may suffer from any overcrowding in the profession. Anyone who has been in touch with the schools and colleges knows that the number of gifted teachers, married or single, is so small that the number of ineffective

teachers is large enough to make it desirable that more of them should be discouraged from going on in the profession. While it is true that the teacher who becomes a mother may have to suspend her teaching for a time, the very fact that plenty of unmarried girls are ready to take over her work should enable the schools to fill her place and to fill it permanently if the substitute proves to be a better teacher. We are talking about good teachers, not claiming that a bad teacher should hold her position merely because she is married.

An overwhelming proportion of school teachers in this country are women. They have for the most part received the same rather restricted education and started their professional careers with little experience outside the schoolroom. The very fact that their profession is under close observation by the rest of the community tends to make their social experience more limited than that of other girls. Is it not absurd that as soon as these young women develop the normal feminine emotional life they are expected to abandon their duties? Marriage can scarcely fail to bring for most of them new contacts and new ideas which will make them doubly useful as teachers, and motherhood will certainly give them fresh insight into the psychology of other people's children.

The difficulties of the married teacher which arises inevitably from her divided interests may prevent for years to come any considerable number from attempting to persevere in their professional duties. But I believe it is the duty of the boards of education to seek ways of making their path easier instead of making it impossible.

BETTER SCHOOLS SEEN IN HIGHER TEACHERS WAGE

By HARPER LEECH

Cost of government increases so steadily, despite federal economies, that there must be a great force behind it. Probably we will get further by trying to get value received from our governmental expenditures than by trying to reduce their aggregate.

Schools account for no small part of the total which now tops 11 billions per year by a substantial margin. Interest on school debt will constitute a more substantial item in future budgets of state, county, and local governments.

In the 24 years in which our annual budget for grammar and high schools rose from \$214,965,000 to \$1,820,743,000, the annual output of school district bonds jumped from \$7,672,000 to \$174,-

407,100 and a large part of the \$206,823,100 of county bonds issued in the last year of the period under review were for educational purposes.

* * *

As the financial magnitude of the school system grows, the topic becomes of more interest to the business community—it is at once a great collective enterprise, which must be supported by other enterprises, and it is the source from which business must recruit its workers, bosses, and managers.

Probably we shall never get the maximum social dividend from our school investments until we have plowed much more money into the system—more money for personnel rather than plant. Despite an increasing number of women careerists in business, the leadership of modern industry will remain predominantly masculine. The pioneers of America were largely fashioned by school masters.

It is not at all unlikely that the best means for making the schools more immediately productive of more available personnel for trade and industry would be the general raising of teaching salaries to the point where an increasing proportion of men would become teachers. Higher salaries will attract the dynamic type of man.

* * *

The school master should be an outstanding figure in the community. He was once so universally and plenty of modern educators carry on the tradition, but the rewards are hardly such as to give school teaching an even break in the bid for ability against other lines. The best men in it are underpaid—that's certain.

Cursory reading of some educational journals gives one the impression that a considerable proportion of present day teaching staffs are smitten with the "socializing" idea. We hear a great deal about "mission" of the schools to prepare for a more collective or social sort of life. What the vast majority of Americans expect of the schools is the training of more efficient, clear thinking, capable, and clean individuals—they are convinced that such individuals will work out satisfactory social relations, without any enforced regimentation or artificial "group mindedness."

* * *

The same note is to be found in some of the civic text books—an overemphasis on the social and collective—less of the individualism which made America. It is an indefinable thing—something which no politician could touch except to aggravate.

But if remedy is needed, it will be obtained by paying salaries, which will attract more of the individualistic types into the teaching profession.—*Chicago Tribune, Sept. 27, 1927.*

*"And that sweet city with her dreaming spires,
She needs not June for beauty's heightening."*

So reads the cover on the announcement by the American Association of University Women of "A Summer Vacation Course at Oxford," July 6-27, 1928. This course is designed primarily for the women teaching in the secondary schools in the United States.

The subject will be "England in the Nineteenth Century: 1815-1900." Each morning there will be two lectures, short series having been arranged on literary, historical, political, economic, and scientific topics. In addition to these morning lectures, there will on one or two evenings a week be addresses on outstanding features of the period—"The Development of Women's Education," "The Pre-Raphaelite Spirit in Poetry and Painting," "The Happiness Philosophy of the Nineteenth Century," "Religious Movements at Oxford," being among the subjects chosen.

Lectures on the following subjects will be given by some of the most distinguished British lecturers: Wordsworth, Coleridge, Keats, Shelley, and Byron. (Five lectures.)

The Nineteenth-Century Novel. (Three lectures.)

Victorian Poets. (Three lectures.)

Ruskin. (One lecture.)

Carlyle as an Historian. (One lecture.)

The Pre-Raphaelite Spirit in Poetry and Painting. (One lecture.)

Political Thought. (Three lectures.)

The Development of the State. (Three lectures.)

The Treatment of Native Races:

- | | |
|----------------|-------------------|
| (1) 1815-50. | } (Two lectures.) |
| (2) 1850-1900. | |

Foreign Policy. (Three lectures.)

The Labor Movement. (Two lectures.)

The Value of Economic Theory. (One lecture.)

The Scientific Outlook.

The Birth and Growth of	} (Two lectures.)
Sociology.	

Queen Victoria. (One lecture.)

The Happiness Philosophy of the Nineteenth Century. (One lecture.)

Religious Movements at Oxford. (One lecture.)

The Development of Women's Education. (One lecture.)

The opening address will be given by Sir MICHAEL SADLER, C.B., K.C.S.I., LL.D., Master of University College, Oxford, and the closing address by JAMES W. HEADLAM-MORLEY, C.B.E., Historical Adviser to the Foreign Office.

Discussion classes under a tutor will be held on Wordsworth, The Nineteenth-Century Novel, Political Thought, and Economic History and Theory. Any accepted candidate wishing to join such a group is requested to make application before May 1st to The Organizing Secretary American Summer School, 1928, Somerville College, Oxford, mentioning which subject she prefers, when a list of books suggested for previous study will be sent to her.

Students will be lodged in the Women's Colleges, where they will have the opportunity of meeting some of the Tutors, who will be in residence as in Term. Every effort will be made to provide as many glimpses into typically English life as possible. Students will have the opportunity to become acquainted with English music, folk-dancing and singing; they will drive to Stratford-on-Avon, for a performance of one of Shakespeare's plays by the well-known Festival Company; to Sulgrave Manor, the ancestral home of the Washington family; and to other places of interest in the neighboring country. They will be shown Oxford's own architectural treasures under trained guidance.

The fee of \$125 will include full board and residence, lectures and classes, excursions and plays. The number of students will be limited to 350, 325 of whom will be housed in the Women's Colleges and the remainder in the town of Oxford. Candidates are therefore urged in their own interests to apply as soon as possible after October 1st to

The Secretary of the Committee on International Relations, American Association of University Women, 1634 Eye Street, Washington, D. C.

WORLD FEDERATION OF EDUCATION ASSOCIATIONS

The World Federation of Education Associations will shortly go into the field for a ten million dollar fund to put the work of the Federation on an enduring basis. One of its chief objectives will be the removal of illiteracy.

Sixty per cent of the world is illiterate, dependent entirely for information upon what can be seen and heard in their immediate environment. Universal knowledge can not be brought to these people until

their illiteracy is removed. Literate men are open to an understanding of the viewpoint of other nations, and such men will ultimately acquire toleration. The Federation believes that universal education will result in world friendship and the settlement of international disputes by arbitration.

The Federation is an organization to further educational interests, to serve as a clearing house for the best educational thought of the world. The Toronto Conference, August 7-12, 1927, was attended by approximately seven thousand educators, sociologists, and others interested in human welfare. These came from all parts of the world.

These Proceedings give the statements of ministers of education, of teachers actually engaged in instruction, of sociologists and investigators writing with a first hand knowledge of their respective countries. The Proceedings have, therefore, an unusual authority in that they represent the opinions of persons native to the countries of which they write.

For the purposes of reference, this volume will be needed in every library. Schools will find the material contained therein invaluable for their classes in history, sociology, current events, debating, etc.

The volume describes the social and educational conditions in China, Japan, India, Persia, Germany, Hungary, Czechoslovakia, Bulgaria, Greece, Denmark, England, Ireland, Scotland, Canada, United States and Mexico.

The Herman-Jordan Plan for World Friendship and the valuable work of its committees are fully set forth embracing (1) EDUCATION FOR PEACE and the aims and methods of peace organizations; (2) TEACHING OF HISTORY FOR WORLD TRUTH, to inculcate loyalty and fidelity to one's country without hatred to others; (3) TRAINING OF YOUTH IN WORLD AMITY, methods and results; (4) MILITARY TRAINING AND MILITARY PREPAREDNESS, containing a valuable statistical survey; (5) METHODS AND INSTRUMENTS TO SETTLE INTERNATIONAL DISPUTES WITHOUT RESORT TO WAR.

World-wide Studies in (1) HEALTH; (2) ILLITERACY, a survey of conditions and national programs; (3) THE BEHAVIOR-PROBLEM CHILD, AND ADOLESCENTS, how to educate the exceptional child; (4) INTERNATIONAL EDUCATION EXCHANGE, exchange of students and teachers; (5) CHARACTER, MORAL, AND RELIGIOUS EDUCATION, methods and viewpoints; (6) PREPARATION OF TEACHERS FOR GOODWILL, aids and standards; (7) PARENT-TEACHER,

HOME AND SCHOOL ASSOCIATIONS, home and school co-operation, the new international organization; (8) INTERNATIONAL CORRESPONDENCE OF SCHOOL CHILDREN, methods and results; (9) INTERNATIONAL ASPECT OF LIBRARY SERVICE, EDUCATIONAL PERIODICALS AND EXCHANGE OF EDUCATIONAL NEWS; (10) TEACHER ASSOCIATIONS, AND THE INTERNATIONAL ASPECT OF SCHOOL ADMINISTRATION, organization and objective of teacher associations throughout the world; (11) SOCIAL ADJUSTMENT—THE RELATION OF THE SCHOOL TO THE COMMUNITY, labor schools, corporation schools, relation of schools to industry, education as a preparation for life; (12) COUNTRY YOUTH AND COUNTRY SCHOOL, the social and educational problems of rural communities; (13) NURSERY, PRE-SCHOOL AND KINDERGARTEN EDUCATION, education and training at the plastic age; (14) HANDICAPPED CHILDREN AND WHAT IS BEING DONE FOR THEIR EDUCATION AND WELFARE, the problem, methods and results; (15) MOTION PICTURES, development of visual education, its place in the general education of the people; (16) INDUSTRIAL EDUCATION IN ELEMENTARY SCHOOLS, the importance of handicraft in the school curriculum; (17) COLLEGES AND UNIVERSITIES, the unification of scientific terminology, the universities and international relations; (18) HUMANE EDUCATION THROUGHOUT THE WORLD, materials, methods, results; (19) ADULT EDUCATION, survey of world efforts; (20) SECONDARY EDUCATION, moral conduct and social ethics, extra curricular activities, international aspect of science, modern language, etc.; (21) ELEMENTARY SCHOOLS, psychological problems of childhood and youth and their relation to education; (22) GEOGRAPHY, modern concepts, how taught in various countries.

The volume will be 6¼ by 9¼ inches, will contain from eight hundred to one thousand pages, will be printed in ten point type, on good paper and letter press, and bound in blue buckram. The price is \$2.50, carriage prepaid. Address orders to Mr. Charles H. Williams, 101 Jesse Hall, University of Missouri, Columbia, Missouri.

Educators, sociologists, philanthropists, public libraries, school and college libraries, clubs and anyone interested in world welfare will find this volume fresh, inspiring, and authoritative.

WALTER R. SIDERS,
Field Representative.

COMPULSORY MILITARY TRAINING

Compulsory military training in colleges and universities and all army drill in high schools are given the spotlight and condemned in "*Militarizing Our Youth—The Significance of the Reserve Officers' Training Corps*," a pamphlet just published by the National Committee on Militarism in Education, and written by Roswell P. Barnes, Executive Secretary of the Committee.

Professor John Dewey of Columbia University, who writes the introduction, states: "The militaristic movement is well organized, is energetically active, unrelentingly aggressive. It has a definite program and is taking definite steps for its execution. The nature of the program and of the steps in its execution are set forth on the authority of official documents in the pages of this pamphlet. Peoples do not become militaristic or imperialistic because they deliberately choose so to do. They become militaristic gradually and unconsciously in response to conditions of which militarism is the final consequence. Education of youth and the reflex of that education on parents and friends is an important part of the forces which have militarization for their consequence."

The pamphlet lists twenty-three national organizations which have attacked compulsory military training. This list includes the American Federation of Labor, the Federal Council of Churches, the Federation of Women's Boards of Foreign Missions of North America, the General Assembly of the Presbyterian Church, the National Council of the Congregational Church, the National Council of Jewish Women, the National Education Association, the Northern Baptist Convention, and the Rabbinical Assembly of the Jewish Theological Seminary of America.

The Army List and Directory is quoted as naming 278 American schools and colleges which give government-supported military training. The pamphlet lists 86 colleges and 20 high schools as having compulsory R. O. T. C.

President Coolidge's opposition to "Compulsory military training for school or college students and to anything even that stimulates a military spirit in the youth of the land" (*New York Times*, June 16, 1926) has been one of the important developments in the controversy during the last two years.

United States Senators, college presidents, and eminent clergymen who have opposed the present compulsory drill have recently been attacked as enemies

of their country, "possessed by constipated mentality," by the honorary fraternity of the R. O. T. C., the Scabbard and Blade Society, in one of its bulletins. Mr. Barnes, in his pamphlet, brings this attack to light and mentions some of the individuals involved, —Senator Borah, Senator Norris, President Henry Noble MacCracken of Vassar, Professor Alexander Meiklejohn, Dr. Henry Sloane Coffin, Dr. Charles W. Gilkey, Rabbi Stephen S. Wise, Rufus M. Jones, William E. Sweet, and others.

The foes of compulsory training, the pamphlet explains, do not believe that the drill makes boys eager for war. Among features of the system to which they object are military coercion in civil educational institutions; suppression of public discussion of War Department policies; militaristic text-books; the teaching of military fatalism and military statesmanship and the fact that other nations point to the recent increase in training in the United States to justify their own increases.

Recent correspondence from the Secretary of the Interior, and a statement from the Secretary of War in 1924 explain that the compulsory training is not required under the National Defense Act or any other federal legislation.

The organization which publishes the pamphlet, is a citizens' committee, the Committee on Militarism in Education, with headquarters in New York City and autonomous branches in several states. It is composed of prominent clergymen, educators and publicists. Professor George A. Coe, recently retired from Columbia University, is Chairman.

CHILD LABOR STILL WITH US

Some people still ask why Child Labor Sunday, just observed, and the general campaign for adequate child labor laws. The National Child Labor Committee answers the question in summarizing progress made in curbing the exploitation of children by industry. The summary shows that while encouraging progress has been made, there remains much to be done. For example, fifteen years has been adopted as the minimum age for entering industry in seven states, but fourteen states have laws permitting children even under fourteen to work in certain occupations. New York has for some years closed the doors of its factories to children at 5 p. m., but in nine states they are open after 7 p. m. Numerous other examples are given to show that many states still lag behind. Great progress has been made since the days of child glass blowers and breaker boys. Child slavery has been mitigated, but not eliminated.

ARE IDEALS BUNK?

James A. Patten, multimillionaire "wheat king," on his seventy-fifth birthday tells a Chicago paper that having a set ideal and striving for it is bunk.

Well, it does seem natural for a board of trade man to look upon it as bunk.

But it would not be bunk for the average man. Ralph Waldo Emerson, who did not make any effort to accumulate millions, advised the young to find a worthy and unpopular cause, and work for it. That is opposite advice, and much better.

Nothing toughens the moral fibre so much as working for a great but unpopular ideal, for it requires moral courage. Going in for money making and trying to please everybody in order to get them to fit into the money-making plans, is not calculated to make for strength of character.

It is a great mistake to suppose that the captains of industry are great or remarkably able men. Luck is a big element in business success. You will find far more greatness in the humble ranks of labor where men and women are unselfishly serving their ideals, often in the face of misrepresentation. Here you will find real toughening of moral fibre.—*The Signalman's Journal*.

COST OF POWER

Do you know what it costs to generate at the plant a kilowatt hour of electricity for which you pay, say 10 cents in your home? The engineers of the Giant Power Survey of Pennsylvania discovered that it costs about 1-5 of a cent when made in a big water power plant and 1/2 of a cent when made in a big steam plant. This is super power stuff. Engineer Watson, Manager of the Municipal Plant of the little city of Hastings, away out on the prairies of Nebraska, generating by coal at high freight rates, reports that it costs him 1.48 cents at the plant and 2.09 cents delivered. Hence, there are millions in electricity if present rates prevail.

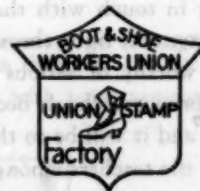
The twelfth annual convention of the American Federation of Teachers will be held at the Congress Hotel, Chicago, June 26-June 29. Morning sessions will begin at 9:30; afternoon sessions at 2 o'clock. Banquet in the Florentine Room, Congress Hotel, Wednesday, June 27, 7 p. m.

Many persons distinguished in educational and labor fields will be present.

All teachers in the city on the above dates are invited to attend the sessions.

Buy Union Stamped Shoes

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



Boot & Shoe Workers' Union

Affiliated with the American Federation of Labor

246 SUMMER STREET, BOSTON, MASS.

COLLIS LOVELY
General President

CHARLES L. BAINE
General Secretary-Treasurer

GREETINGS FROM IRELAND

IRISH NATIONAL TEACHERS' ORGANIZATION

36 Bulfin Road, Inchicore, Dublin

To the Editor THE AMERICAN TEACHER.

Dear Sir:

Through the kindness of some unknown friend THE AMERICAN TEACHER has reached me regularly during the past couple of years. I have grown to look forward with pleasure to its arrival and to peruse with interest every line of its contents.

Up to less than a decade ago we teachers of Ireland worked for less pay and under worse conditions than possibly any teachers anywhere. Agitation for redress, though persistent enough, was hampered by general public indifference to education and by the desire of the capitalist class to keep control of the worker through keeping him ignorant.

About eight years ago the Teachers' Organization made a bold bid for freedom and progress by affiliation with the Irish Trades Union Labor Congress. Since the date of that affiliation we have never looked back. Within a year or so the Labor Body secured for us recognition before an Arbitration Board which increased our salaries over 300 per cent. Reform after reform has followed. The Labor Party has been a successful opposition in the new Dublin Parliament, and aspires to be returned with sufficient majority to form a government. The leader of the labor opposition in Parliament is a teacher and general secretary of the Irish National Teachers' Organization. At the annual Trades Congress, the teacher delegates occupy an influential place. Their fellow delegates come from all trades unions and, after all, represent the entire body of our own past pupils.

This idea of the teachers following their pupils and keeping in touch with them through means of trade union contact, right through their whole after-school life, is worthy of serious consideration. The pupils of the primary schools become the masses of the population and it will be to the general good if the influence of the teachers amongst them can be maintained.

I write this letter solely to congratulate you upon the fearless, progressive tone of your paper and to wish THE AMERICAN FEDERATION every success. I believe I met Miss Borchardt at the Edinboro Conference of the Worlds Federation. I follow her writings very closely, as she seems to me to be an inspiration to the teachers of the world.

With sincerest thanks to the friend who sends me THE AMERICAN TEACHER and with the fervent hope that every teacher in America will soon be found on

your roll and thus affiliated officially with their own past pupils, I beg to remain

Fraternally and sincerely,

PATRICK J. QUINN, *President.*

THE WHY OF THE CRY OF "NO GOVERNMENT IN BUSINESS"

By JUDSON KING

*Director National Popular Government League,
Washington, D. C.*

George B. Cortelyou, formerly progressive Secretary of the Treasury under Roosevelt, is Chairman of the lobby of the Power Trust formed to kill Senator Norris' Muscle Shoals Bill and the Boulder Canyon Bill of Senator Hiram Johnson. It is the largest and most powerfully financed lobby in American history.

The slogan selected by Cortelyou's Committee is "Keep the Government out of Business." They charge "Bolshevism and destruction of the American system of Government," with the inference that public operation of a power plant is unpatriotic.

The real reason why the power crowd fear the proposals of Norris and Johnson is that they will show up the extortionate profits the power interests are making.

For example, since June, 1925, the War Department has operated three units of the great Muscle Shoals Hydro-Electric plant. This energy has been sold to the Alabama Power Company for 2 mills—1.5 of a cent per kilowatt hour, which is about what it costs the company to produce the juice in its own private plants.

The company sold this juice to domestic users all over the territory in which it operates for 8 cents—or 80 mills, per kilowatt hour, and sometimes 15 cents in small towns. Figure the profit.

Florence, Alabama, is a small city which lies within a stone's throw of Muscle Shoals Dam and is served electrically by the Alabama Power Company. Last Spring I heard Mr. McFarland, Financial Director of the city, tell Secretary of War Davis that his town paid the Alabama Power Company \$10,000 a year for street lighting and that the current used by the company for this purpose was purchased of Uncle Sam at a cost of about \$336.

If the Norris Bill were in action, the town of Florence could buy juice direct from Uncle Sam and save the taxpayer's money.

This is the only "Bolshevism" in the Norris proposal.

Mind unemployed is mind unenjoyed.

Here's *Something* *New* In Vacations!

**A Full Week
in Chicago
for
\$77⁵⁰**



During the period from June 18 to September 2 the New Hotel Sherman, Chicago, will provide a weekly schedule of entertainment and sight-seeing, offering motor tours in luxurious parlor coaches, theatre parties, Lake Michigan boat trips, visits to the beaches, golf courses, parks, public buildings, museums, and race-tracks—all activities, including room and meals at Hotel Sherman covered in the initial cost of \$77.50, exclusive of fare to and from the tourists home.

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.

Hotel Sherman has 1700 rooms, each with bath. There is a floor reserved for women. A special hotel rate will prevail for those who wish to remain over for an additional period.

Here is an opportunity to see more of Chicago than the average Chicagoan sees in a lifetime.

A full week of entertainment with hotel accommodations for only \$77.50.

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Local News

CHICAGO LOCALS 2, 3, AND 199

The membership drive of the Chicago locals has been a gratifying success. Chicago Men, No. 2 reporting an increase of 46 per cent now has the largest membership in its history. Chicago Women No. 3 reports an increase of 31 per cent and a continually growing interest. The Elementary Teachers Union No. 199 is growing in membership and interest daily. May 6 was a great day in Chicago school history for on that day six delegates from the Chicago Elementary Teachers Union were seated in the Chicago Federation of Labor.

On May 26 the annual Spring luncheon of the Federation of Women High School Teachers was held at the Palmer House. Professor Ferdinand Schevill, formerly at the University of Chicago, was the principal speaker.

The newly elected president is Mrs. Lucie W. Schacht, of the Chicago Normal College, and the new secretary is Natalie Chapman, Lindblom High. Mary E. Robb and Helen E. Taggart continue as vice president and treasurer.

WASHINGTON, D. C. LOCAL 27

On March 29, Local 27 held its regular meeting, having as its guest in the Library of the Dunbar High School at Washington, D. C. Professor Garnet C. Wilkinson, First Assistant Superintendent of Schools.

Professor Wilkinson had previously agreed to answer questions put to him by the teachers concerning their work.

These questions concerned probable changes in the public schools as a result of a survey made by the U. S. Efficiency Bureau; the possibility of the administration and the teachers entering into a conscious and persistent effort of mutual co-operation in order that the best possible work may be done for the schools; the superintendent's attitude toward anonymous letters sent to administration headquarters by parents or others; the pressure put upon teachers to compel joining N. E. A. and other local educational organizations, by building principals.

The Superintendent was frank, very clear-cut, democratic in his attitude, complimentary in his praise of the persistent efforts of Washington teachers to improve themselves, outspoken in his condemnation of anonymous accusers and very emphatic in his condemnation and determination to deal with any

principal who should attempt to force teachers into the joining of organizations purely voluntary.

The representatives of Local 27 appeared before a sub-committee of Congress dealing with educational bills on Friday, May 4, to advocate the cause of higher salaries without further examination for teachers possessing the same qualifications in junior high school service, as for those in senior high service.

Local 27 has also worked to secure better pay and better working conditions for matrons in the public schools.

M. L. MASON, *President.*

ST. PAUL WOMEN LOCAL 28

The St. Paul Federation of Women Teachers held its regular May meeting on May 21 at the Federation Rooms.

Miss Mary McGough, chairman of the Salary Committee, gave a stimulating report on the salary campaign. Miss Helen Conway, chairman of the Interruptions Committee, reported on the original St. Paul investigation of the time taken from actual school work by teachers selling milk, weighing, collecting book money, etc. These reports will appear in a future issue.

Miss Lillian Cornelisen, chairman Group Insurance, spoke on the importance of teachers insuring themselves against hospital bills, illness, and accidents.

The chairman of the Credit Union explained the value and importance of the Credit Union thru which the teachers may borrow for emergencies or for vacations. A share in the Credit Union is \$5 and it will save the members money.

Four delegates to the National Convention in Chicago, June 25—June 29, were elected.

BUFFALO INDUSTRIAL LOCAL 39

The Buffalo Industrial Teachers Association has had a gratifying increase in membership and stimulation in interest as a result of a membership drive and a change in the charter by which members are accepted without an initiation fee.

At the meeting on the evening of April 28 extension work for industrial teachers, activities of the Local's members in other school organizations, the possibility of summer work in the school department, salary and a better adjustment of pay days were discussed.

The organization has succeeded in having two educational institutions in Buffalo grant degrees to industrial teachers.

A. C. DAYMAN, *President.*

MINNEAPOLIS LOCAL 59

The spring has been a busy season with the Minneapolis Federation of Teachers with two business meetings and two open dinner meetings. The dinners were largely attended and stimulating of interest.

The present Pension Law of Minnesota is receiving the attention of the Federation.

The membership committee has sent out an invitation to join to non-members, containing the following statement:

"You, no doubt, know the principles of our group. We are actively engaged in the studying of our own teacher problems and have more often than not supplied the constructive leadership for their solving. We are affiliated with labor because we believe the labor movement to be the strongest modern force working to establish freedom and security for all of us who are wage earners, and because we believe that the labor movement has accomplished some of the greatest social reforms of modern times." Immediate result a 25% increase in membership.

The Federation News was published in May.

SAIDEE R. INGRAM, *Publicity Chairman*.

PORTLAND TEACHERS UNION LOCAL 111

The regular April meeting of the Portland Teachers Union had as its guest a former Oregon Labor official who spoke on Labor and what Teachers Unions can do to help.

The matter of a Labor candidate for school director in the next election was discussed.

BROOKWOOD LOCAL 189

KATONAH, N. Y.—Extension classes in workers' education are to be added to the activities of Brookwood Labor College, according to plans perfected by the board of directors at their annual meeting April 21-22. Tom Tippet, formerly educational director for the United Mine Workers of Sub-District 5, Illinois, will be in charge. Mr. Tippet, who has been teaching economics at Brookwood this year, will organize classes in New England and New York, and will be available to trade unions and other groups for lectures.

Two labor directors on the board whose terms expire this year were elected to succeed themselves—Phil Zeigler, editor of the *Railway Clerk*, and Robert Fechner, vice president of the Machinists' Union. James H. Maurer, president of the Pennsylvania State Federation of Labor, was re-elected as president of the corporation.

A summary of the activities of Brookwood graduates showed one as director of workers' education in Pennsylvania, and four in active charge of city labor colleges in Philadelphia, Boston, Baltimore and Salem, Mass. Others are union organizers and officers, labor journalists, co-operative managers, and teachers of local workers' education classes.

PROVIDENCE TEACHERS COUNCIL LOCAL 197

The Providence Teachers Council has elected the following officers:

President, Mr. R. E. Bailey; Vice President, Miss M. Grace Meagher; Secretary, W. H. Hibbard; Treasurer, Ethel C. Jameson.

A constitution and program of action have been adopted. Affiliation with the Rhode Island State Federation of Labor and the Providence Central Labor Union has been completed. The Education and Economic Committees are doing active work and a splendid program to inform the teachers of Providence on the principles and purposes of the national and local organization is being carried forward.

CALIFORNIA FEDERATION OF TEACHERS

The regular spring executive meeting of the California Federation of Teachers was held at the City Hall, San Francisco, April 21. The officers of the organization are:

President, Paul J. Mohr, San Francisco 61; First Vice President, Olive Wilson, Vallejo 26; Second Vice President, Alice Smith, 72; Third Vice President, Celia Dahringer, 44; Fourth Vice President, C. W. Peck, 26; Secretary, R. W. Everett, 31; Treasurer, A. V. Wilde, 31; Organizer, John L. Kerchen, 61.

The resignation of Miss Ida Bernard as second vice president was regretfully accepted.

Mr. Kerchen reported progress on extension work. A general appeal was sent through the Labor organizations to the teachers of the State. Encouraging reports have been received from Santa Barbara and Richmond and the outlook is favorable.

After discussion, the plan of placing the Retirement Salary on an actuarial basis was approved.

Reports from locals were very interesting and the tone on the whole was hopeful for progress. Reorganization of the State body was discussed and changes favoring reorganization referred to the member locals.

R. W. Everett will represent the California locals at the national convention in Chicago.

American Federation of Teachers

506 S. Wabash Ave.,

CHICAGO, ILL.

Affiliated with the American Federation of Labor

Organized April 15, 1916



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

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

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

Our Slogan Is:

Democracy in Education: Education for Democracy

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

