

DECEMBER, 1928

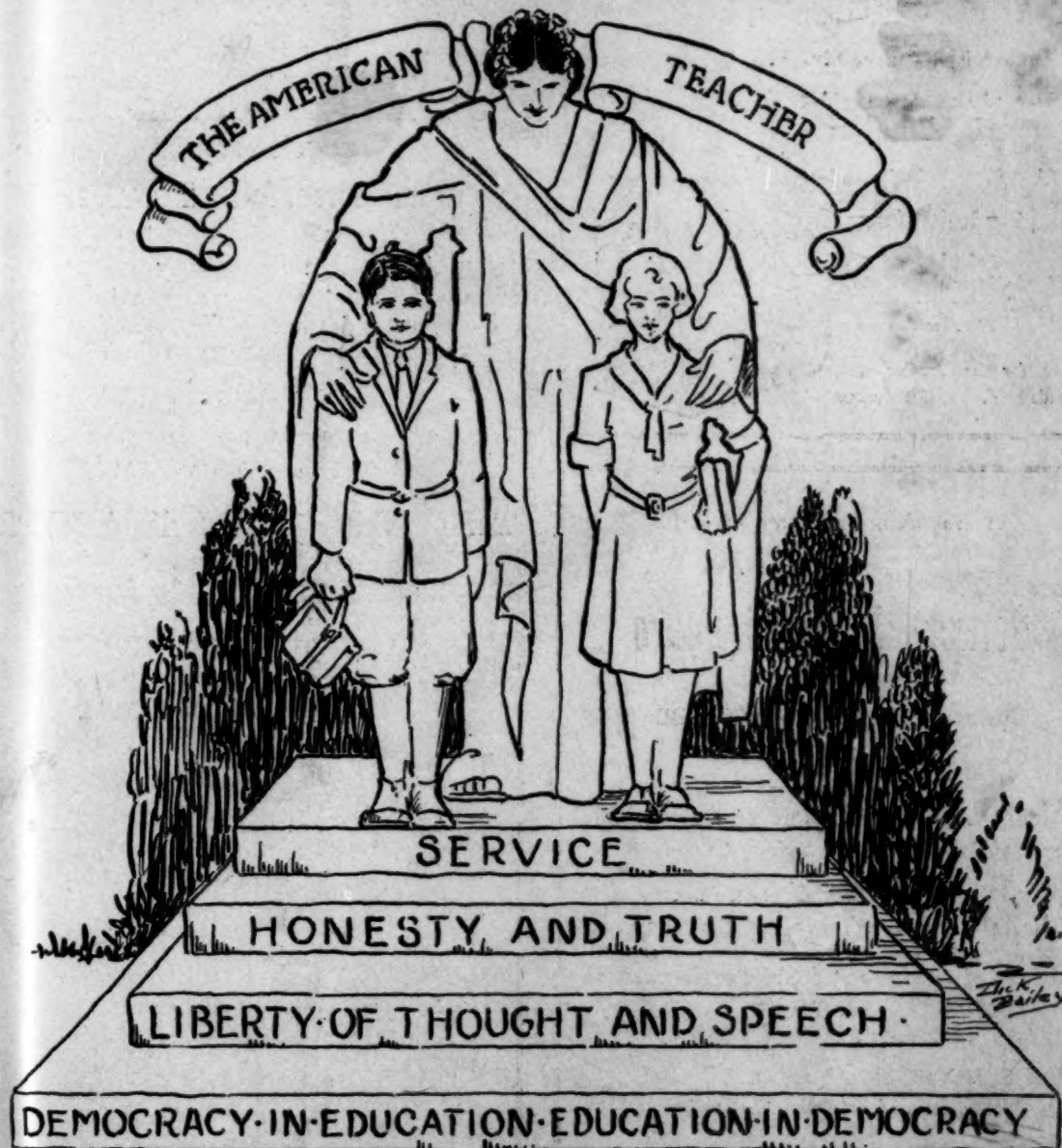
VOL. XIII—No. 4

*Democracy in Education*

*Education for Democracy*

# The American Teacher

THE ORGAN OF THE AMERICAN FEDERATION OF TEACHERS



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Oklahoma City, Oklahoma



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# The American Teacher

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DECEMBER, 1928

Two Dollars a Year

## An Adventure in Self Education

By J. E. KIRKPATRICK

*Ashland College, A School for Adult Education*

"Not until we have men who look so close within themselves that they shall find there the issue of the world, is there hope for the world." It was some such faith, or purpose as this, expressed recently by one of our leading publicists, that dominated the Ashland College group the past summer. No academic subjects occupied them, instead, some of the major problems of life. When the "expert" was present, he found his place in the ranks, only his experience, like that of others, proving of value. It was a place where people seemed, both to themselves and to others, more themselves than they had ever been before. If the newcomer thought to play a part, say of the radical, he was soon constrained to be himself and to drop even his conventional masks. Thus discovering themselves, each person presented an apparently new self and the group became a source of new understandings, new hopes and new ambitions. This spirit was contagious and gathered in dozens, even hundreds of the neighboring Danish and "Mongrel" Americans. Farmers, teachers, the local chamber of commerce from the village of Grant, newspaper people from the cities, felt the grip of a new and unique community life.

Of the resident group which enrolled at Ashland, totaling about half a hundred, and coming from Virginia, Kentucky, Alabama, Arkansas, Kansas, Nebraska, but largely from Chicago and Detroit, one-third returned once, twice and even thrice, travelling two and three hundred miles that they might have a day or two longer at this school which was not a school at all in any orthodox sense, but a "chapter from the book of life." It was a venture into the self and it gave a new zest to life. Thus the "issue of the world" began to appear to members of the Ashland College, during its first session on the beautiful old Danish High School campus. When they "looked close within themselves," they began to have a new "hope for the world."

The leaflet which set out plans for the first session announced a list of leaders distinct from the student group. But all such distinctions speedily disappeared, there being no grounds on which they could be maintained. No one received a wage, except the cook, and she did not join the school. Every one paid his share of the living and administrative expenses. Leaders of the discussion groups were chosen from all ranks, while no one exercised authority or assumed superior experience or knowledge. Under such conditions all became students and all were in line to be teachers—directors rather—of the informal discussion periods. Some of the best discussions were had while the younger and less experienced members were in the chair. This was made possible because every member was asked to read, at the beginning of the session, Prof. A. D. Sheffield's pamphlet on "*Creative Discussion*." The group decided to follow the principles there laid down. There were to be no arguments, no attempts at formal conclusions, no authoritative statements by any member, no long speeches. It was agreed also that the "verbalizers" should occasionally indulge in a "Quaker silence," in the interest of the non-verbalizers. It was understood, too, that the discussion leader was to prevent wandering from the subject and gently remind the ready speakers of the presence of the more retiring members. With this understanding on the part of leader and group, the discussion periods became largely self-directed. They frequently extended beyond the two-hour period set aside each morning and they were often followed by earnest consultations among smaller groups.

### SUBJECTS IN ASSIGNED WEEKS

In another respect the original plans were followed out quite closely. The life interest subjects—sex, marriage and home, the vocation, leisure and play, the community, education and religion—each had the assigned week. The first session of the week was used to discover the views and experiences of all

the members. These were recorded on the blackboard as stated. Sufficient discussion was employed to make the several issues clear. These general views and personal problems of the members offered a very clear showing of the state of mind and emotion which marked the group. These vital convictions, needs and experiences of the members furnished the basis for the program of each week. There was no time, of course, for anything like an exhaustive study of any one of the subjects under consideration. But no time was wasted in the setting out of views, theories and experiences foreign to the individual interests or the group, though a general or historical statement was occasionally found helpful at the beginning of the week.

These "creative discussions" had the virtue of beginning only at the point where the members were then living, but they tended strongly toward clearing up the thinking of each and enabling them to take the next step with more assurance. And people did take the "next step." There was developed an unusual sense of freedom. Life became more malleable. Inhibitions were dispelled, mental activities accelerated and personal plans and philosophies developed. There appeared to be not only a fluid but a dynamic life. Not all the decisions and procedures which came to light were such that the entire group could approve. But all divisive disputing was avoided, even when the representatives of the group felt it necessary to say to a member that it did not consider his course of action consistent with the social standards of the college.

#### LABOR SHARED BY ALL

One of the saving and inspiring factors in the Ashland College life came about because labor as well as expenses was shared equally by all. Newcomers were assigned at once to kitchen or dining room duty. All the household labor was done by the members. Directors of philosophy and members of university faculties could be found sweeping the lecture room and hall floors or washing dishes. It was a common remark that this feature of the school life made for a genial community spirit. Incidentally it reduced the weekly expenses below the \$12.50 rate estimated in the announcements. The old school building was kept neat and gaily decorated with native plants. It was alive with song and dance except during the hours for formal discussion, the "siesta" and the night sleeping period—though the night hours might be too brief and lively for some of the older "sleepy heads."

In spite of their early resolves, the "Ashlanders" found it difficult not to keep up the usual American drive. They found, too, that "creative discussion" and creative thinking were taxing experiences, perhaps because so unusual. At any rate, they found the two-hour period in the morning quite enough, usually, for the day. The evening was devoted sometimes to a serious lecture, with brief discussion, but more often to reading or poetry, a story, or a chapter or two from "The Great American Band Wagon." Always in the evening, as also in the morning, there was a period of song, preceding the discussions, and evening program. We set out to use the American folk songs, the Negro spirituals, etc., but soon found them displaced by the "Translations" of the Danish Folk Songs. In them was found not only a novelty but a massiveness and strength in striking contrast with the jazz of our day. Newcomers might complain that these songs wearied, even rasped them, but they soon joined in and took a hand in further translations or in improving those already in print. Without design we discovered a "School Song" in this collection, which, set to the Crusaders' Hymn tune, runs as follows:

*Beauty around us, glory above us,  
Lovely is earth and the smiling skies,  
Singing we pass along, pilgrims upon our way,  
To make these fair lands paradise.*

*Ages are coming, roll on and vanish,  
Children shall follow where the fathers  
passed;  
Never our pilgrim song, joyful and heaven  
born,  
Shall cease while time and mountains last.*

*Children of earth are we, lost in life's  
mystery,  
Beauty departing and glory gone;  
Yet strong our voices blend, faith in that  
glorious end,  
When life and love and God are one.*

Another ready means of resting from the strenuous labor of "creative thinking" about one's own and one's neighbor's personal problems, was play. There was a revival of the old farm game of horse-shoes, and much skill was shown. The "Chief," as the director of the school was generally called, won distinction with the local farmers because he could,

and did, play this game with some skill. It had not been thus done by the clerical directors of the old Danish folk school. The Danes, both young and old, came in from their homes every other evening and led the school people in folk games and songs. "Are they all Danes?" asked a Danish-American visitor, as she viewed half a hundred people singing Danish songs, while they gambolled gaily, as the pagan peasants did centuries ago. "No," was the reply, "most of our 'American' Americans are there." The Americans soon caught the rhythm and the air, while many of them learned the Danish words also. After an hour's play of this sort, all were ready first for the group singing and then even for a serious lecture, the younger as well as the older. Visitors noted with surprise that the neighboring young people, even the children, seemed ready for serious attention, thoughtful consideration of the lecture or reading, after the hour of play and song.

#### DANES RETAIN PLAY HABITS

It seems that the Danish people have retained more of their native pagan play habits than most of the European peoples. The Christian missionaries did not reach them until late, while Calvinistic influences and the Puritan Sabbath failed to lessen their natural gaiety. A good Presbyterian layman looked on at one of the Sunday evening games and remarked that it seemed a better way to hold and interest the young people than some of the more spectacular methods used by the American churches. Certainly these Danish-American young people, who with their elders so often filled the old gymnasium and the lecture hall of the school, are not less serious or thoughtful than Americans of the same stations. They are noticeably less painted, bedecked, sophisticated, less bored with life. Both observation and experience led the "Americans" who settled down among the Danes in the Ashland community this summer to conclude that the folk songs and plays have an unappreciated value in this day of the fox trot and the "go-getter." They were inclined also to think that these Danish people have made a good beginning in community co-operation, whether for business, for education or for church, when they can sing and play together as they do.

The Ashlanders found time for outdoors. One morning session was held in a state park, forty miles away from the school. Another evening program was held at "Old Woman's Bend," where the Muskegon River has cut three hundred feet into the loose glacial soil of the plains. Many of the regular ses-

sions were held under the spruce and beech of the school grounds. The outdoors was found to be more conducive of free and discerning thought. Only the cool winds of these northern regions sent the groups indoors. "Little Switzerland," Sand Lake, the many pathetic "stump fences" reminding one of the mighty forests until lately in possession of this entire region, the entire landscape of this region was a part of the freeing and inspiring educational experience of the Ashland College group during the summer session of 1928.

#### REPORTERS COULDN'T FIND "NUTS"

But, as always, it was the human element that was most significant in this Ashland experiment in self-education for adults. Newspaper men from the cities came looking for "nuts." They confessed themselves disappointed at not finding the said "nuts"—radicals and faddists. More than one who came as a reporter, remained to co-operate as a member of the group. One of them is now seeking to urbanize and "liberalize" the idea of the "creative discussion" in his own city. The oldest member, a locomotive engineer from Alabama, returned several times, after making necessary side trips in this section of the country. He has been a life-long traveller and reader, having early in his life decided that these were of more importance than wife and children. Not so clear now that he chose wisely, he is nevertheless wise, judicious, learned and convincing above all but a very few people to be found in our so-called learned circles. The youngest member was the nine-months old daughter of two young people, the father belonging to the faculty of one of the leading universities. This baby, with her parents and nurse, belonged to the college. She was often brought to the meetings in the lecture room. There she was free to sing her own songs when the others sang, though she had a different notion of harmony. She amused herself as she would while the grown-ups struggled with their own life problems; the baby offering no more of distraction than a child does in its own family circle. Family circle it was; there were people of all ages from seventy-one to less than a year, people of seven different nationalities and twenty-seven different occupations, all at home together.

#### THE RABBI'S ROLE

The "Rabbi" played an important role in the College group. By nature and training a "liberal" he finds himself compelled to conform in a backward southern community. Bearing heavy personal bur-

dens he joked and smiled in self defense and proved himself not only a good sport but a contributing member. His four weeks stay in the school proved all too short for his companions. So, too, with the "Shoe-horn Philosopher" from a plains state who could remain but four days. But this was long enough for him to make a strong impression on the school, with his views of his retail shoe business as a mere means of making a living while he found his "vocation" among the young people of his community, among the school and college teachers condemned to the pedagogic lock-step, and even among his fellow Rotarians whom he joked about their "bigger and better elephant" notions. It was long enough to send him back an enthusiast for the idea of a free and self educational program for every human who felt himself repressed and thwarted by school, church and "service" society conventions. There was also the middle-aged teacher who came to the college to spend two weeks and stayed four, returning to her city post only when compelled by the opening of school. At the end of the first week she wrote: "More and more demands are made on the teacher so that we no longer know what it is to do any calm thinking. \* \* \* However, I have just to think myself back at Ashland this summer to get my sense of balance. \* \* \* That schooling can be a pleasant family party enterprise is a new experience to most of us. How much I gained I did not realize until I came back to the old conditions."

#### LOCAL PEOPLE FAVORED PLAN

It was not surprising that the Danish-Americans in the immediate vicinity of the school should have been inclined to look upon this "American" experiment with favor, though there was not wanting the taunt from one of them that it had become a "Jewish Temple" when an Arkansas rabbi led the Sunday services which the school conducted in an adjacent Lutheran church. To most of these people, some of whom had attended as students near fifty years ago, and all of whom had known this old building all their life time as the center of their social life, it seemed a "miracle" that "Americans" should have discovered and reopened it after ten years and made of it a really successful American peoples' college. During the later weeks of the session they came to feel so much at home that they came almost daily, or nightly. They brought all manner of cakes, they furnished flowers and foods in plenty and variety and they crowded the house full on the last night to say "goodbye," though no meeting had been

announced. They seem to feel toward these "Mongrel" Americans, as one member of Danish origin once designated the majority of the residents, as toward their own race and faith. They even translated the Scotch name of the director and he was frequently called "Kirkepater." Among the young people friendships sprang up, love lured them on and life partnerships seemed to impend.

#### CHAMBER OF COMMERCE HELPED

If the Danes were inclined to active and keen interest in this old school which they and their leaders throughout the country thought of as dead beyond resurrection, not so the Americans in the near-by village of Grant. They had always thought of the school as the "Dane College." As such they could have no interest in it, not more than in the near-by "Dane Church." They insisted that the newcomers at the college must be Danes. It was with difficulty that they were convinced they were "American" Americans, some of whose ancestors had come via the Mayflower, while most of the others had come early enough for their descendents to have lost all language but the American and all traits but those of the Midwesterner—forgetting for the moment the Southerners, who are always "American." The village Chamber of Commerce was first to discover and accept the new group, coming on invitation in considerable numbers to join the discussion of "rural-urban relations" problems. Later they invited the school to a banquet in their fine community hall, a hall which was offered free for school parties and dances, and in which the college held its last religious service, where several local churches and Sunday schools joined the school group. During the last week or two some of the leading townspeople asked for membership in the school, and joined regularly in all discussions and activities, remarking that they were sorry they had not known earlier what was doing and that they were welcome.

#### FACULTY LOCALLY ACCEPTED

After the college had completed its organization and had planned for further sessions, calling two of this summer's "staff" to permanent posts in the school, the local community church was quick to invite one of these to its pastorate. A member of the church committee, a local business man who had scoffed most at the notion of the "Dane College" reopening as an American institution, was outspoken in favoring this college man as their church leader, especially if it would help "their college." Another prospective member of the Ashland College staff,

now the principal of one of the several Danish-American "Folk Schools" in this country, has been called by the Danish church, replacing also, as in the case of the Grant Community Church, a "supply" from a neighboring city. Thus in a most intimate and unusual way the educational, social and religious forces of the Danish and American groups are united about this old new college. They are not averse to the avowed Ashland principle of a "symphonic community," one which seeks to preserve the Danish inheritance, also that of the near-by Dutch community as well as that of other groups who may become related to the school. For this college does not find a place for the "melting pot" and its "amalgamated" "100 per cent" product. It believes in a variegated and unified, not a standardized and uniform, people.

A group which finds life challenging, zestful and promising will be ready, even anxious to continue its existence. There was no negative voice when the vote was taken on continuing the Ashland School. A committee of twelve persons, six in Michigan and the same number in Illinois, most of them in the two metropolitan districts, was chosen to carry on the work. These local committees already have plans to meet during the year and discuss "creatively" the questions that press upon them most in their urban homes. All plan to return next summer and bring friends with them. The prospective attendance already exceeds the accommodations and it is proposed to establish a camp on the open space of the school grounds. Following the second summer session, which will probably extend through July and August, it is planned to establish a program running for periods of two or three months through the school year.

#### AN UNUSUAL CURRICULUM

The regular school year program of Ashland College will, like the summer work, be marked by a sharp departure from the usual academic aims and curriculum. It will seek to serve only the more mature and practically experienced class of young people, not those just released from the conscript halls of schools, colleges and universities. During the fall, winter and spring quarters, the students will be expected to carry on at their own cost the household enterprise on a co-operative basis. They will be expected also to meet the entire expense of maintaining the regular school staff. This expense should not be unusual since the student will not be taken out of his usual employment for a long period. Nor

will there be any need to establish a full curriculum with the usual large staff of teachers. There will be no long list of subjects and courses to be taught. Instead there will be a few groups of people with somewhat identical and always consuming interests and questions. When the leading questions and interests of life are put in place of supposedly important academic subjects, curriculum making becomes a wholly new art, an art yet to be studied and developed. With such an aim in view, the teacher becomes all important. He must, incidentally, know certain subjects. Primarily and supremely he must know life as it is lived today and as it perplexes and challenges the more inquisitive young minds. If he is ever to help such people to find and to direct themselves, he can do it in one brief term. If not then, he would probably fail with four or even seven years of the young person's time at his disposal. Ashland College students will "graduate" after a ten or twelve weeks period and will be advised to continue their own education in the only real school, that of life.

#### INSTITUTION GOVERNS ITSELF

The constitution of the Ashland College, A School for Adult Education, to use its full name, grows out of its peculiar character and aims. It will take over the property of the Ashland Folk High School, which has been held for a number of years by a stock company, though it was originally held by its successive principals who transferred it, each to his successor, for \$1. The new company is to be organized under the statutes of the State of Michigan. Its legal body consists of five trustees, three of whom must always be members of the school staff, elected annually by them. Two of them are elected by students and former members of the school. An advisory committee is elected by the students, resident and former, but this committee has none of the powers exercised by the usual college board of trustees. The formal, legal, legislating and deciding body is actually the personnel of the College. The College in this case is the College. It is not a non-resident and fictitious group vainly endeavoring to act for the resident, human and actual college.

#### LIKE EARLIEST COLLEGES

Ashland College thus begins, as to its organization and government, where the early and later European college societies began, where Harvard and William and Mary began, where the Latin-American universities began and continue, where democratic and common sense principles demand that all schools

(Continued on Page 23)

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## AMERICAN FEDERATION OF TEACHERS

ORGANIZED APRIL 15, 1916

Affiliated With the American Federation of Labor

## TEACHING, A PROFESSION

The charges that alliance with the American Federation of Teachers is unprofessional and that "the teacher who joins such a union is in danger of losing his professional standing" are certainly inaccurate and based on a lack of understanding of the policy

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

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

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

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

social movement, a great constructive movement for social betterment, a movement in the interests of the humanization of life—the most vital in the world today.—(Reprinted by request.)

### SANCTUARY

"The schools should be sanctuaries as far as the children are concerned," says Mr. S. H. Smith, Director of Education, New South Wales.

The schools are the teacher's business and he should be about his business. He should be alert in this matter of safeguarding the schools from all manner of exploitation. The school is the one place above all others which should be devoted solely to the cause of education, to the training of the youth of the land for fuller and nobler life. It is the last place in the world that should be used for advertising whether it be the advertising of the policy of public service or other special interests, a commodity, or a "go-getting" scheme.

The situation is a serious one. Under the guise of a lesson on Musical Appreciation, radios and phonographs are advertised; as an explanation of the wonders of the electrical age, X Y Z's electrical appliances are displayed; the beauties of nature are revealed by the land "go-getters," and ad infinitum through all the heterogeneous mass of canvassers. Is a legislative change desired? Well, sell the idea to the children first.

The American Federation of Teachers has always stood four-square against propaganda in the schools and the exploitation of the schools by special interests. It takes this strong position for the sake of both children and teachers, for the sake of their mental growth and physical health. The irritation consequent upon the interference with the legitimate work of the school room and upon the domination of school programs by outside interests is destructive of mental concentration and nervous force, and is one important cause of the nervous disorders so frequently observed. If the much-to-be-desired mental and physical poise is to be attained, the schools should indeed be sanctuaries. There is no doubt of it, and the teachers will see that they are.

### SELECTION OF TEXT BOOKS

Governor Henry S. Johnston of Oklahoma in one of his recent messages to the Legislature of that state, proposes a plan for the selection of text books. The plan embodies the following features:

1. A large committee of superintendents, principals and teachers is to be selected by the Governor

and the names of all these are to be kept secret.

2. To these people are to be assigned various text books to be examined, books being given to those well fitted to judge them.

3. Some of these texts are to be submitted to high school pupils and to normal school graduates for their reaction.

4. Certain texts in social studies are also to be reported upon by prominent citizens who have been engaged in service of a public nature.

5. Book companies ascertaining the names of any of the members of this committee and attempting to influence their recommendations are to be barred from doing business in the state; and

6. Any member of the committee who is a school employe, known to receive anything of value from such book companies, is to be dismissed from service.

The selection of text books is a serious problem calling for intelligent investigation and judgment. *The American Teacher* is glad that the Governor of Oklahoma appreciates the seriousness of the task. His plan has some excellent features. Why would it not be well to have opinions from pupils as well as from all ranks of the teaching profession? Also, the securing of the opinions of those engaged in such public service as hygiene, nursing, social practice, etc., would be helpful. The plan, however, has serious defects. For one thing there could be no secrecy as to the membership of a committee which would probably number several hundred. A similar plan tried several years ago in one of the southern states came to grief because, although absolute secrecy was intended as to membership of a committee, the first indication that reached some of the members was the reception of packages of books from publishing houses. Furthermore, if it were possible to keep the membership secret, that very secrecy in the hands of an unscrupulous Governor would permit the selection of school texts to become a matter of political patronage.

Another serious defect in the plan is that there seems to be no definite responsible head or director of the entire work, and the committee is of such a size that the variety of opinion would be great, and definite decisions difficult to arrive at.

Altogether, the Governor's plan while presenting some features that are admirable, presents at the same time too many serious defects to be considered a solution of the much vexed question of intelligent, unprejudiced choice of school texts.

MARIAN C. LYONS.

### SHOULD MARRIED WOMEN TEACH?

In an article by Helen Taft Manning on "Should Women Teachers Marry," we read among other things that the overwhelming majority of teachers in the United States are women, that their education is rather restricted, and that their profession, being under close observation by the rest of the community, tends still more to limit their social experiences than those of other girls. "Is it not rather absurd," she says, "that as soon as these young women develop the normal feminine emotional life, they are expected to abandon their duties?"

In the brief reference (*Education*, May, 1928), she concludes that "marriage can scarcely fail to bring for most of them new contacts and new ideas which will make them doubly useful as teachers." In their divided interests—between the school and the home—many find the double task too severe and drop from the teaching profession. "It is the duty of the boards of education to seek ways of making their path easier, instead of making it impossible."

Approximately 80 per cent of the teachers in America are women. Experience and statistics both show that in a few years after beginning to teach, these young women marry. The average life of a teacher in Wisconsin is four years, in Michigan a bit over four years, in Illinois, owing to the longer tenure in Chicago, where a large percentage of all Illinois teachers are employed, the life of the average teacher is nearly five years.

Many boards of education fail to sense the significance of these facts. These young women will within four or five years be home-makers, where each will have the care of her own children. As someone has said, "Only a mother is fit to teach a child." There is no doubt that a woman who is a mother has insight and sympathies for children that those outside of motherhood cannot glimpse.

This is one phase of the situation. The other phase is that so large a percentage of our mothers have had the advantage of a normal school or equivalent training that fits them in a peculiar and especial way to manage and to teach little children.

We know of no more fitting vocation in life to educate a woman for than that of motherhood. The state spends large sums for training people to teach in the public schools. Wouldn't it be well to have every mother get a normal school training, or its equivalent? Would it not be a good investment on the part of the state? While no country in the world

has the teacher-turnover that we have in America, no country in the world is therefore doing for the motherhood of the country what America is doing.—*Chicago Schools Journal*.

### MARRIED WOMEN AS TEACHERS

The question of married women teachers came up at a recent conference of school superintendents, principals, and presidents of boards of education in New York. Discussion was caused by the stand taken by Supt. Boynton of Ithaca who objected to the employment of married women with children as teachers. The conference was held at Binghamton, and *The Press and Leader* of that city makes the following references to the discussion:

The other school officials pretty generally agreed in opposing the position taken by the Ithaca superintendent. As the law stands now teachers in first and second class cities in the state who have held a position for three years can be removed only on charges of incompetence. The president of the Binghamton board of education says that married women are valued highly as teachers. That three-year tenure law has been often discussed and is open to certain objections. But, so far as it contributes to safeguard the position of a woman teacher who happens to have a husband and children it serves a useful purpose. Marriage is not an indication of a woman's incompetence in any other field, and it ought not to be in school teaching. The only test should be her ability to do her work, and married women teachers in Binghamton have met that test.

(Why shouldn't married women teach? Many of them have children of their own and for that reason can handle youth sympathetically. Only two tests should be applied to a teacher—sterling character and efficiency. If one can perform the work of a teacher, whether man or woman, married or single, Catholic or Protestant, he or she should be given the job and the pay that goes with it.—EDITOR.)—*Official Bulletin, Cincinnati*.

### TRAINING THE YOUNG IDEA TO SHOOT

If you catch young people before a certain age and associate them with one set of ideas for any length of time, they are likely to continue thinking that way for the rest of their lives. That at least is the contention of some propagandists, who have observed that thinking habits acquired in the formative period of youth may be modified by later

experience but are seldom subject to radical change. And that is why militarists in the United States at the present time are making such determined efforts to place their propaganda in the schools and colleges and to enforce military training on the young, while the anti-war movement is making just as strenuous efforts to prevent it and to protect American youth from the insidious tendency to present war in terms of pomp and glory instead of in its hideous reality.

A national campaign of education is at present being carried on by a committee on Militarism in Education formed by prominent Americans in many walks of life, notably labor, church and educational leaders. Their aim is "to carry on the fight against the process of militarization which, unless stopped, will destroy all hope of making America a leader in establishing world peace."

The committee seeks help from all those sympathetic with its aims. Its address is 387 Bible House, Astor Place, New York City.

#### COLD WEATHER AND FRESH AIR

This is the season when the thermometer and the windows go down at the same time. With the arrival of the first chill breeze sashes are lowered and doors closed against the outdoor air as against a bitter enemy. This is a system that has its drawbacks, however. It is well enough to protect ourselves against cold, but in shunning fresh air too much, we are apt to run the risk of lowering our resistance against disease. No air is so healthful as outdoor air, and we need a quantity of it every day in order to keep well.

Now that the winter is upon us, let us not neglect to keep our bedroom windows open while we sleep. In an era of electric pads, hot water bottles and warm, light covering, there is no reason why we cannot have a comfortable night's rest in a cold room. Only in very severe climates is it perhaps advisable not to keep the windows wide open at night.

Moreover, we can work more efficiently and more contentedly in home, shop or office, if the windows are opened for a few minutes several times a day. And let us remember that a brisk, daily walk tones up the system so that we do not feel the cold so much. To educate the public in the value of fresh air and in disease prevention, the National Tuberculosis Association and its affiliated organizations are conducting the twenty-first Christmas seal sale.

#### THE SCHOOLS AS ADVERTISING MEDIUM

We have said for some time that certain groups of organized citizenry, Organized Labor being the conspicuous exception, are interested in the public schools solely for advertising.

Read the following from a *Los Angeles Express* editorial and decide if the contention is well taken:

##### TEACHERS SALARIES

The Express believes the people generally to be one with itself in the belief that this city should have the best schools in the country. It is not enough that Los Angeles should have schools "about as good" as any other city. We should not even content ourselves in the knowledge that our schools are the equals of the best elsewhere to be found. Our steadfast aim and purpose should be to make our schools THE best in all America. Our children are the immediate beneficiaries of whatever superiority our schools attain. The better the schools, the better the education.

If Los Angeles is to have the best schools, it must have the best teachers. That is a theorem which does not require demonstration. The proposition is axiomatic. As no stream can rise higher than its source, so no school can impart more than it possesses. It can not give more than it has. The education of the teachers and their ability to teach their pupils what they themselves know constitute the whole educational capital of the schools. The finest and costliest buildings and the most extensive grounds amount to nothing if the teachers are second rate. Los Angeles can not have the best schools in the country unless it has the best teachers in the country.

It must be evident to all, however, that Los Angeles can not have the best teachers in the country unless it pays the best salaries in the country. In education, as in other fields of human action, you do not get more than you pay for. If you persistently pay second-rate salaries, you will find the first-class teachers gradually drift from your employment and your teaching staff as inevitably in time will be composed of second-class material.

That we want the best teachers that can be had goes without argument, for it is the general purpose and resolution to build up the best schools. But as it is impossible that we shall succeed in building up such schools unless in that process we employ the best teachers, we must face the fact that to get the best teachers we must pay the best salaries.

Our own judgment is that it would be a greatly profitable policy for Los Angeles, advantageous in its direct, practical results, no less than in the distinc-

tion it would confer, to pay a little higher salaries than the best paid elsewhere. If, by way of example, the best salary for a given grade elsewhere paid be reckoned at X, we are sure Los Angeles would find profit in paying X plus 1.

Not only would Los Angeles thus win at relatively really small expense the profitable reputation attaching to a city resolved to have the best for its children, but it would draw to itself unfailingly the very best men and women in the teaching profession. We thus would build up a teaching staff that for its high excellence, permanence and distinction would advertise Los Angeles to the whole country to wonderful advantage and we would at the same time secure incomparable educational benefits.

If "the laborer is worthy of his hire," no less are our teachers worthy. We believe their pay should bear some nearer relation to the service they render. They should be paid at least as much as any teachers doing like work elsewhere are paid, and, in our judgment, Los Angeles would find its profit in paying them a little more. The Board of Education feels that the present time is inopportune for salary action, but the members of the board may be well assured that in its advocacy of favorite consideration of the question the Express accurately interprets public sentiment.

#### WHAT IS ADULT EDUCATION?

Contributing to a symposium on "What Is This Adult Education?" in the February issue of the *Survey*, A. J. Muste, chairman of the Brookwood faculty, maintains that adult education has three ends in view—vocational training, entertainment, and what he terms the "building of a world view."

"The old theological world view," Mr. Muste said, "has been broken down and along with it many of the ancient customs, supports, and inspirations of life. If life under the new conditions is to be coherent, is to partake of a measure of intelligence and purposefulness, and is to seem worthwhile, another conception of the universe and of life must be built up. Hence the thirst for lectures stating in popular form the findings of all the sciences under the sun—physics, chemistry, astronomy, biology, psychology, geology, sociology, history.

"People who attend these lectures do not do so with a scientific attitude. They take their world view mainly on authority. They are seeking in addition, emotional release, courage, enhancement of life, advice on personal problems, inspiration to idealistic living.

"If this is true, then people are seeking in the adult education movement what for want of a better term we may have to call religion; seeking in other words, what the churches supplied to our ancestors, and are perhaps continuing to supply to some of our contemporaries.

"And if this is true, then it becomes very important to ask ourselves whether there is any one thing that can be called adult education; whether in other words, all these various adult education agencies are teaching or wanting to teach the same view of the world and inspiring or wanting to inspire men to the same type of living and to the same practical reactions toward the social issues of the time."

#### WHAT IS THE SOVIET?

*Soviet, Bolsheviki and Communism Need Explaining*

Soviet Russia and the soviet form of government are much in the public eye at present. Everyone is talking or writing about soviet government, and few know exactly what it means. If asked, people will say: "Oh, yes, the Bolsheviks." But the word "soviet" is so frequently used nowadays that no one should be ignorant of its exact meaning.

It is not easy to explain politics briefly, especially Russian politics. But Webster's New International Dictionary throws much light on "soviet" which means a council. Specifically, it means "Either one of two governing bodies (village soviets, town soviets) in the Union of Socialist Soviet Republics (the new name for Russia), established as a result of the Russian revolution of 1917. These soviets are the primary organs of government based on the principle of communism, seeking to give the power to the working classes."

The word "Bolshevik" has come to be applied to any so-called radical who believes in securing a state of communism by overthrowing private ownership of property (capitalism) by force. This is the way in which Bolshevism, communism, and sovietism have become linked together.

Even today people still think of a Bolshevik as being a Russian with a big black beard and the customary fur cap. But the name originated from the majority group in a Russian political party, coming from the Russian word "bolshe," meaning the larger. This party was of radical tendencies, favoring communism. The Bolsheviki now call their party the Communist party.

## CAN THIS BE COMMUNISM?

A noble experiment, to use a phrase become famous since Mr. Hoover's candidacy for President, is being hounded, harassed and tortured because it chooses to stand on a principle. The outstanding Labor College in the country is facing excommunication on a charge of communism because it refuses to deny the basic tradition of the labor movement and of worker's education.

Worker's education is no longer espoused as a means towards workers' emancipation from the wage system. It is now advocated as a sort of commercial training in the business practices of trade unionism.

Yet the literature of the Workers' Education Bureau of America, the official educational organization of the American Federation of Labor, speaks of workers' education in different terms—in terms analogous to the attitude of Brookwood Labor College, the harassed institution.

Workers' education, says a pamphlet issued by the Workers' Education Bureau of America, "is a training in the science of reconstruction. It is a means to the liberation of the working class, individually and collectively."

Workers' education, says a pamphlet issued by the Workers' Education Bureau of America, "stands consciously or unconsciously (we prefer it to be consciously) for the reconstruction of society. The enlightened workers of the world have their dreams of that new world where economic and social justice is to prevail, where the welfare of mankind will be the aim of all activity, where society will be organized as a co-operative commonwealth, and where love, friendship and fellowship will replace hatreds, jealousies and selfishness."

Workers' education, says Spencer Miller, Executive Secretary of the Workers' Education Bureau of America, "must correspond to human aspiration whenever it is nobly expressed. Labor requires fundamentally not a fuller pay envelope but fuller opportunities. Labor seeks not a living, but a life."

In short, workers' education stands for a new social order.

The Labor College of Philadelphia stands foursquare with the Workers' Education Bureau of America, with Spencer Miller, its Secretary, and with Brookwood Labor College on this interpretation of workers' education. It repudiates whole-heartedly the suggestion that workers' colleges should be nothing more than business colleges for trade union officers or for those aspiring to office.

In this interpretation of workers' education, there can be no charge of communism against any labor college which attempts to carry out in practice the expressed principle of the Workers' Education Bureau of America, the official educational organization of the American Federation of Labor.—*The Worker-Student, Philadelphia Labor College.*

## THE GENEVA CONFERENCE

Preparations for the Third Biennial Conference of the W. F. E. A., to be held at Geneva, Switzerland, next summer, are now proceeding rapidly. The meeting promises to be the largest and most successful yet held by the World Federation. President Thomas has the program well under way. The chairmen and secretaries of the sections are maturing their plans for the group meetings and the various committees are working steadily upon their reports. Communications received from the officials of the International Bureau of Education, at whose invitation the Conference was set for Geneva, indicate that splendid co-operation is to be hoped for from the countries of continental Europe. Reports from Mr. E. J. Sainsbury, Secretary of the European Section of the World Federation, who is directly in charge of arrangements in the continent of Europe, give the information that all local arrangements have been satisfactorily adjusted and that everyone concerned is working hard. Indications in Canada and the United States all point to a record attendance from these two countries; reports from China, Japan, and India show remarkable interest; and, of course, the British Isles, as always, can be depended upon to send large and influential delegations.

It is hoped that every teacher who can possibly do so will plan to attend. Teachers from the United States, especially, hundreds of whom will be touring Europe, can easily arrange their itineraries so as to include the Geneva Conference. The program will be of such scope and the speakers will be of such prominence and reputation that no one interested in education, who can possibly attend, can afford to miss the opportunity.—*W. F. E. A. News Bulletin.*

We should so live and labor in our time that what came to us as seed may go to the next generation as blossom, and that what came to us as a blossom may go to them as fruit. This is what we mean by progress.—*Henry Ward Beecher.*

## Why Organized Labor Welcomes the Teachers

By MR. JOHN M. O'HANLON,

*Secretary-Treasurer, The New York State Federation of Labor.*

Mr. Chairman, Professor Dewey, Miss Blake, Ladies and Gentlemen:

As Dr. Linville has said, we have met many of the school teachers of New York City frequently at Albany during the past ten years. And, in fact, we consider a session of the Legislature lacking in interest when we do not get a visit from the school teachers of New York. Tonight the New York State Federation of Labor is making a visit to you. The subject assigned to me on the program is "Why Organized Labor Welcomes the Teachers."

We welcome the teachers for the very same reason that the American Labor movement welcomes gladly the organization of any group of workers in the United States. The school teachers have organized and they have set up their own national trade union, known as the American Federation of Teachers. When they joined with us they found a goodly fellowship already assembled. They found amongst us the American Federation of Musicians, the American Federation of Technical Men, the Actors' Equity Association, and the organization known as the Bookkeepers', Stenographers' and Accountants' Union. Within the membership of that latter union you can find admitted members of the bar of the State. Among the union of Technical Men there are college graduates holding high positions in our civic life connected with our city and state and county governments. In the membership of the Musicians' Union you will find men and women of all degrees of culture and artistry joined in fellowship through the economic necessity of making a living for themselves and their families.

### INCLUDES "MENTAL SKILL"

Throughout the American Labor movement you will find trade unions formed into national organizations with large memberships equipped with superior skill of the hands, allied to some degree of skill of the mind. We believe that all constructive work is educational, and we believe that all those who are engaged in work should organize because we have tested organization and we know its worth.

(FOOTNOTE: Address delivered at the Membership Campaign Meeting of the Teachers Union of New York City on November 18, 1927.)

There came a dispatch from Washington today which declared the dividend on organization of labor in the United States for the past year. That dispatch recites that the Federal Department of Labor has issued a statement showing the continued increase in the growth of the membership of organized labor of the United States during the past year, and that the average wages for union workers during the past year has increased five cents per hour. That is, last year it was \$1.14 an hour, and this year it averages \$1.19 an hour. That dispatch also contains the officially stated fact that the average working week of the organized workers of the country is 45.2 hours per week. Such continued material progress is the direct outcome of intelligent, compact, militant organization of the wage workers, both skilled and semi-skilled, in the United States.

If unionization can pay such dividends to wage-earners in the form of material welfare, it also can and does pay dividends to them in the form of spiritual and cultural gains. Within the trade union in days gone by, the adult immigrant skilled in his trade but not speaking the tongue that we commonly employ in this country, found his first real welcome at the meeting of the trade union that his craft required him to belong to in the country he had left, and to the American counterpart of which he was gladly admitted when he reached this side.

### HOW UNIONS HELPED IMMIGRANTS

He was taught in these meetings the elements of American citizenship. He saw the meetings conducted just about as our Congress and our State Legislatures operate because they are all patterned after the meetings of our State and Federal Legislatures. He heard the real political economy of America discussed in these meetings, and received intensive education in its relation and application to the welfare and the hopes and aspirations of the newly arrived worker.

Membership in the union, even to the apprentice just becoming a journeyman, is an introduction to an advanced education. The new adult member who comes in, journeyman in his trade, born in our own country, finds a great deal to learn when he associates in a trade union. He not only learns the work of organization and what it can afford to those who

are faithful to its purposes and energetic and loyal in the carrying on of its policies, but he also finds that the trade union is engaged not only in caring for the number of hours worked during the day and the amount of money to be found in the envelope at the end of the week, but is also interested in the welfare of all who work in America. He finds that the trade unionist devotes not only his time, but also some of his money, and a whole lot of his energy, to advancing the best interests of all the people of the community and state wherein he lives.

Sometimes when one makes statements explaining what others are doing in their group life that are not well known to those whom he addresses, the best way to demonstrate it is to point to the results. The public school rooms of today over which you ladies and gentlemen preside are the direct outcome of the altruistic effort of the trade unionists of America of nearly one hundred years ago. They urged the formation of public schools supported by public funds. They opposed and denounced the system of restricted schools as it existed in those early days. They demanded free education for all of the young, and out of that demand originally uttered by them, reinforced by the voice and the will and purpose of others with a similar object in view—the welfare of the coming generation—brought into existence the public schools we now know, as finally evolved in the splendid system we have in this State today, guaranteed in the Constitution and made a preferred charge upon the the revenues of our State.

#### FACTORY LAWS INITIATED

The factory laws, the laws that limit the labor of children, the laws that make possible the filling of the school benches, found their first proposal within trade union meetings, and it was these proposals forwarded by them in their organized capacity at the Legislature that brought about the enactment of the original factory act in this State, which for the first time said there is a period in childhood when children shall not be forced into gainful employment. And with that act, for the purpose of making it effective, was created compulsory attendance at school for minors.

It is not so far back—it is within the recollection certainly of some here tonight—when factory inspectors had to search behind barrels and doors and in cellars and under piled up material and other out-of-the-way and secret places inside factories to discover the children that were there kept at work in violation of the Child Labor Law which said that they

should not be so employed until they were fourteen years of age. We have seen that all cleaned up. We have seen a great body of labor laws set up in this State, and if you ask how did they come into existence, you are answered by the record. The record tells you that in 1864, when a proposed law was pending at our state capitol to prohibit, as criminal, wage earners in this state combining in groups for the purpose of undertaking to increase their wages or to reduce the number of working hours in the week, the labor organization of that time proceeded to Albany to protest. When they got there they looked over the so-called labor legislation that then existed and found the only kind was the heritage from Colonial Days, all stated in the terms of "master" and "servant." That was the principle that then dominated all of our state legislation that had anything to do with the relation of the workers to society.

#### WIPE OUT ANTIQUE LAWS

The labor unions of this State, the organized wage workers of this State, in the intervening years by unremitting effort have wiped out all that old master and servant legislation and substituted the great codes we now have which are recognized throughout the United States, throughout all the Americas, throughout the world, as the most enlightened labor statutes on the books of any state. Through their efforts and initiating with them, the Workmen's statutes on the books of any state. Through their efforts and initiating with them, the secret ballot was established, browbeating voters at the polls was stopped, and absence from work with pay to vote on Election Day made a legal right.

These results show the civic work of the organized wage earner, and he was never alone in his fight. By the simple declaration of the purpose that actuated him, the object to be achieved, he attracted to his support all of the humanitarian groups of our citizenship. Those whom we have always found willing to associate themselves with the Labor Movement in the State of New York in any of its undertakings to improve the common lot of all of us, were the school teachers, and other educators of our State. We never hesitated to approach them. We were never repulsed. We always found their co-operation ready for us. There might be a halt through lack of knowing, but when our purposes were made clear, we never lacked their assistance. We always asked for it, and expected to get it, because they had the advantages of cultural education. *If cultural*

*education would not produce in the individual willingness to come forward and help in any work seeking to elevate the life standards of all of us, then such education would appear to be wasted.*

We realize that the teachers need organization to care for their own economic welfare. Ten or fifteen years ago you could get upon a platform and name certain artists, those who stand above their fellows in rank and in education, music, literature, anywhere, and say, certainly these persons do not need to combine to get the best the world can afford to them. They can get it by individual contract based on their individual excellence. If there is any craftsmen on God's earth to which that could apparently most truthfully apply, it should be the actors and actresses on the legitimate stage, the so-called galaxy of stars, whose very names on the billboard crowd a theatre and make the producing manager happy. But have we not seen the need for those actors to form themselves into the Actors' Equity Association, a labor union, to assure to themselves decent treatment, to assure the payment of their salaries when due, to make sure that they will not be stranded in some town forlorn and hopeless when the management of a trouping company either defaults or is unable to make good. They organized for their economic welfare and they are all very happy that they have. The Actors' Equity Association now includes all of the outstanding artists of the stage. When some great musician visits your city, you will find, if you inquire, that he is not relying upon his own exceptional ability to carry him all the way through life. He is usually a member of the American Federation of Musicians, and is contributing his genius and his personal help to the promotion of the welfare of all union musicians.

#### TEACHERS HAVE INFORMATION

A governor of our State once said that a person's judgment is just as good as his information. You can't form a judgment on no information. You can form a judgment on a little information, but the more information you have the better the judgment is. Now, school teachers have the facilities, the ways are open to them, to get all the information about how and why trade unions exist, and having that information, and being trained in the gathering of information, and in the imparting of it to others, it should not be necessary for any one to inform a school teacher why he or she should join the Union of the teaching profession, because no one can inform them as well as they can inform themselves.

Before closing and affording you and myself the happy opportunity of listening to those eminent teachers who are to follow me, I want to say this: There may exist from lack of knowledge an idea that one or several labor unions could in some way control the actions of another union. That is not true. Each of the National and International Trade Unions of this country is absolutely self-governing. No one in any other trade union has anything to do with the government of another trade union. When the American Federation of Labor meets in its annual conventions, those conventions constitute a great labor parliament made up of freely selected delegates representing these international unions, and they there confer for the purpose of seeing how the influence, power and will and loyalty of the whole can be applied to the advantage of anyone or any two or more of the international unions when requested. These conventions are as open as the sessions of Congress. Therefore, the security of self-government of trade unions, professional unions, craft unions, or technical men or teachers' unions, is more assuredly guaranteed than the self-government of our states.

#### TEACHERS HAVE HELPED FEDERATION

We, of the New York State Federation of Labor, have reason to be glad that the teachers of New York City have a teachers' union. The school teachers of New York City have afforded the Organized Labor Movement of this State great help through your union. They have given us information and skilled assistance at times when we needed it in our composite work for all the wage workers of the State. That assistance has been brought to us by your officers, Dr. Abraham Lefkowitz and Dr. Henry R. Linville. They come to our conventions and never is anything stirring anywhere in the State but they are with us to help, and the New York State Federation of Labor, representing all the other unions of the State, is always glad of the opportunity to place that united influence and service at the disposal of the officers of the Teachers Union in the interest of the welfare of their membership and of the teachers of the schools of New York generally. We have always co-operated in advancing their school legislation as they have co-operated in advancing general labor legislation.

We were with them in their battles against the notorious Lusk Laws. We are with them in their efforts to change the State Education Law so as to make more free and serviceable the position of the

public school teacher. We are with them in their campaign to standardize the salaries of the school teachers of the State. We have declared frequently in our conventions that these salaries must be increased.

#### FINANCING LOCAL NEEDS

Although the special teachers' salary bill, which was passed and failed of signature the year before, was not the bill that passed the Legislature this year, yet we were glad to address the Governor in the name of Organized Labor of the State of New York saying that all the workers of the State wanted him to sign the \$16,500,000 appropriation bill to finance local school needs. On the Commission which drafted that bill and urged the Legislature to adopt it was Chairman E. W. Edwards of our Committee on Education, of which Dr. Lefkowitz is Secretary. Two months ago our 64th Annual Convention adopted a resolution instructing President John Sullivan and me to write the Mayor and other officials of New York City urging that satisfactory salary schedules for school teachers be apportioned from the part of the \$16,500,000 received by the City. Those letters

were transmitted immediately following adjournment of our convention.

Our Committee on Education has to the fullest extent possible assisted school teachers of the State of New York in every effort they have made to improve their own condition, to improve the condition of school pupils, to increase recreation facilities, to improve the inside of the school room, to limit the number of pupils per teacher and to introduce desirable improvements in administering the retirement and pension funds. At the same time, it has as the central object within its vision the physical care and fuller education of the coming hosts of the generation that will carry on the work of America when the tools fall from our hands.

I am very glad to be able to testify to the great co-operation we have received from the Teachers Union through the officers. I hope some time in the future—not far distant—an officer of the New York State Federation of Labor may again be privileged to address a meeting of the New York Teachers Union whose membership will include every school teacher in the five boroughs of this metropolis.

## Equal Pay

By RENA ROCKWELL

The New York State Teachers' Association through its official body, the House of Delegates, in November, 1923, adopted from the floor a resolution already killed by the Resolutions Committee, favoring equal pay for men and women teachers doing the same work in the schools of the State. A bill carrying out this provision was introduced into the next session of the Legislature, but a substitute bill, less specific in its language, was substituted by the New York State Teachers Association. This bill passed both houses without opposition, but at a hearing before the Governor was opposed by city school superintendents, boards of education, and the State Commissioner of Education. The latter explained that his opposition was not to the principle involved but to the financial burden entailed for the communities affected. The bill was supported by various groups including the State Teachers Welfare League, the Albany Classroom Teachers Association and the National Woman's Party. It was signed by Governor Alfred E. Smith on May 5, 1924.

In spite of the last provision, which reads, "This act shall take effect September 1, 1924," the Elmira

Board of Education ignored it in fixing salaries for the school year 1924-25, after having waited a month later than usual before fixing salaries in order to learn the outcome of the equal pay measure.

The Counsel of the State Education Department, Dr. Frank B. Gilbert, ruled that the new law applied to contracts made after the taking effect of the law, but that "if a contract is made prior to the taking effect of the law, that is September 1, 1924, such contract is effectual for the period covered by it."

After the Elmira Board of Education refused to equalize salaries after being visited by a committee of teachers, a legal opinion was obtained from Hon. David B. Heller, then City Judge of Elmira. He said in part, "My understanding is that the Elmira teachers are appointed pursuant to section 872 of the Education Law, which provides for a permanent tenure after the expiration of a probationary term. That being so there are not, in my judgment, any contracts in contemplation of the quoted part of the statute \* \* \* I do not believe that it was the intention of the Legislature in passing the act, or the intention of the Governor in signing it, that a

Board of Education could evade its provisions for a year by fixing the amount of salaries before the act took effect where, as has been pointed out, there were no such contracts as are mentioned in the statute."

Subsequently Judge Heller argued before the Supreme Court in favor of Rena Rockwell, a teacher in the Elmira Free Academy, who was being paid \$400 less for her services than a man teaching in the same department of the same school, in a mandamus action brought against the board by Rena Rockwell. Justice Leon C. Rhodes held that the contention was just, that the teacher under tenure was not under a contract in the sense of the statute and entitled to the same pay as a man doing the same work, and ordered such payment to be made. This was, of course, a test case to decide whether the equal pay law went into effect in September, 1924, or September, 1925. An appeal was taken by the Elmira Board of Education to the Appellate Division and the decision of the lower court was reversed by a 4 to 1 vote, Justice George McCann of Elmira dissenting. A notice of appeal to the Court of Appeals, the highest court in the State, was filed by Miss Rockwell but this appeal has not been argued. Her attorney is now serving as Mayor of Elmira.

The only question involved in this case was whether the law went into effect in 1924 or 1925. Syracuse and some other cities complied during the school year 1924-25 in spite of the ruling of the Counsel of the Education Department and the mandamus action in Elmira. Various evasive measures are being used such as a higher salary schedule in certain departments and the employing of men in those departments, and assigning extra-curricular duties such as looking after school athletic funds to men for pay, similar extra duties being performed by women without pay. In a test case brought by the Syracuse women high school teachers last year, each evasion of the equal pay law was substantially upheld by the Court of Appeals.

Equal Pay has been the law in New York City for many years and is actually practiced. It has also been in effect more or less for some time in Buffalo and in the cities near New York. It seems a remote prospect in the rest of the State.

(This final paragraph might be stated "In cities where the teachers are unionized, we find the principle of equal pay for men and women; where they are not unionized, we do not.—The Editor.)

## Teaching Conditions In the Northwest

By E. E. SCHWARZTRAUBER

*Local 111, Portland, Western Organizer, A. F. of T.*

The famous "wide-open spaces" of our Northwest are an endurable reality in the physical sense; they exist among us in another sense but with a somber significance. With the exception of Portland, Oregon, there is no place in the entire Northwest where the secondary teacher has any assurance of tenure of position; and even Portland's tenure law is an emasculated one. What the teacher may or may not do or say is being regulated to the minutest detail as may be judged by a survey of the restrictions that are being placed upon her. The wide open spaces, so far as academic freedom is concerned, are expansive indeed.

One has only to review the situation as it exists at the present time in order to appreciate the above assertion. Teachers are denied the rights of citizenship guaranteed them under the Constitution when, as in Seattle, they may not affiliate with an organization of their own choosing. From every part of the Northwest come accounts of similar abridgment

of rights of citizenship. In one large union high school a teacher, grown gray in service, is dropped because the board gives ear, on the one hand, to a disgruntled photographer whose profits on the senior class annual are threatened by the teacher's opposition to him, and on the other, to the county superintendent, whose ire has been aroused because of a courageous criticism leveled against him by this teacher. A news item in the daily press informs us that, in the city of Eugene, center of learning for the University of Oregon, the school board issues an edict that any public school teacher convicted of the heinous crime of smoking cigarettes will be dismissed. In Portland, a history teacher is warned that the general public will not tolerate the belated truth that Germany was not the sole cause of the Great War. In this particular case the general public, not the school administration, is passing judgment. The citation of these few instances of the spirit of provincialism which controls the schools of our North-

west is sufficient to indicate the directions which restrictions upon teachers take. A story on "Civil Liberties of Teachers of the Northwest," could the materials be gathered, would be illuminating. Would there be a correlation between educational provincialism and geographic isolation?

#### TEACHERS HANDICAPPED

The Seattle situation is the most significant example of the lengths to which the public will go in abetting the actions of a mediocre and tyrannically minded school board. The public in this case is not the common man of the street and the humble worker but it is those of the city who are possessed of power, financial and political. The attorney for the power interests, as has been intimated before in the *American Teacher*, is also attorney for the school board. The press of the city is friendly to those who give it support. The teachers' union therefore has great difficulty in getting its case fairly presented to the general public, particularly to the voter who will finally determine the quality of the officials to be seated at the state capitol, in the courts, and on the school board. What, then, are the hopes of the Seattle teachers who, until recently, had one of the most vigorous teachers' unions in the United States?

The Seattle Teachers Union, Local No. 200, still survives as a frame work around which to rebuild, later on, its permanent organization. Its president, W. B. Satterthwaite, who was in large degree, the guiding hand in last winter's activities of the Union and the High School League, is a man whom the school board will probably find more embarrassing fired than hired. He is at present devoting his entire time to the problems of securing decent working conditions for Seattle teachers. The first step in that direction is to secure the enactment of a tenure law at the next session of the legislature. To that end all legislative candidates must be canvassed as to their respective positions on a tenure law. Furthermore, a governor friendly to such legislation is most essential. Governor Hartley, who is a candidate for reelection, is said to be hostile to a tenure law. Hence, the need for lining up votes for his Democratic opponent who will support a tenure law. This one task alone is sufficient to engage the full time energies of a man like Mr. Satterthwaite. A further task of equal and even more immediate concern is that of securing a change in the personnel of the Seattle school board. Two new members are to be elected next spring. It is none too early to begin on such a task immediately. Mr. Satterthwaite is busy on that

problem. He is moreover in a position to devote considerable time to obtaining publicity through the press of the union's cause. The process of education of the public to the identity of interests of the teachers' union and the community in an untrammelled school system is a function which no one is better able to perform than Mr. Satterthwaite. As a delegate to the Seattle Central Labor Council, he is in a position to do effective work in education before a group which represents a large voting population. And, unless the notorious blacklist system of the D. A. R. has been put into practice against him, he will have time and opportunity to appear before many civic bodies during the winter. Finally, there is that large body of high school teachers who in great reluctance signed the yellow dog contract of the school board. Though they may have no affiliation with the American Federation of Teachers they can not be prevented from thinking, and hoping for the day of their release from a disgraceful situation. To them Mr. Satterthwaite is a tower of strength in their hope.

#### WILL LEARN FROM HAPPENINGS

As a matter of organization tactics, the Seattle situation may teach, at least us of the Northwest, the ultimate necessity for maintaining a full time representative. Trade unionists generally have found it necessary. Teachers in time will come to the same realization of the effectiveness of the plan. As teacher load continues unabated, the teachers find themselves physically incapable of meeting the demands incident to the task of group betterment. To a certain degree those demands can be met more effectively by one who devotes his entire time to the task. Mr. Satterthwaite is today doing what a year ago would have been an impossibility, deluged as he then was by the clerical and pedagogical duties imposed by some hundred thirty high school students.

It should be stated in conclusion regarding the Seattle schools that the action of the Seattle school board has seared into the consciousness of teachers in Seattle some hard lessons, the by-products of a humiliating situation. And others than Seattle teachers will learn from what has taken place. On the one hand there has been driven home, for the teachers, the fact of educational Prussianism before which they have had to bow in temporary submission. The ultimate goal of the right to organize as a teachers' union never seemed more necessary than at the present time. They have therefore taken their case before the State Supreme Court where a decision is

expected in the near future. Should they lose there, it will be appealed to the United States Supreme Court. In this they have the whole-hearted financial and moral backing of the American Federation of Teachers and of organized labor, locally and nationally. To each of these groups the case appears as of national as well as local concern. On the other hand the National Education Association at its annual convention in Minneapolis this last summer declared against any action in the case on the ostensible ground that it constituted a local quarrel. Seattle teachers are thinking as a result of what the N. E. A. has done. As teachers generally learn of the action at Minneapolis, they too will have cause to think. Ultimately the N. E. A. hierarchy will also do some thinking. It will discover that injustice can never be localized by a wish; and, unless the law of compensation proves inoperative, it will also discover that a refusal to share responsibility for the removal of an injustice will leave that organization palsied by reason of its unused talents.

In view of the present status of the Seattle situation, it should be quite obvious that for the immediate future, at least, further organization of teachers into unions affiliated with the American Federation of Teachers is arrested in the Pacific Northwest Teachers who, in various localities, were last winter inquiring as to the possibilities for the formation of teachers' unions, are today silent in fear of their jobs, or are keeping quiet waiting to see what will happen next in Seattle. In the outlying districts of Washington, Oregon, and Idaho, brave souls see in the teachers' union the only solution for unbearable conditions; but they are not inclined to expose themselves at the present moment to attack from local heresy hunters. In certain localities where the local conditions are favorable, there are possibilities for organization, but these are not many. The Portland local, which has now been in existence since 1919, and the Seattle local are the only two groups in the Northwest which can yet lay claim to the distinction of representing teachers willing to try an advance experiment in the struggle for academic freedom. If it is true, as one of our compatriots has recently asserted, that the saturation point in liberalism among teachers is quickly reached, then, in the Pacific Northwest at least, that saturation point is very low.

#### A BAFFLING SEARCH

By ELIZABETH COLE

Since the discovery of the tubercle bacillus in 1882

by Robert Koch, an obscure German physician, scientists all over the world have been searching for a cure for tuberculosis. Dr. Koch thought he had found one in tuberculin which he discovered several years later, and the news was broadcast with rejoicing. Some physicians today use this serum cautiously, but tuberculin is by no means a cure. We have had countless other serums and anti-toxins offered by scientists who have been sincere in their beliefs that at last they had found a cure. Spurts of hope, they were, that quickly flickered out.

And yet doctors and scientists are not discouraged. They believe that there is a specific to cure tuberculosis awaiting discovery. Because they believe this so firmly, some of the funds derived from the sale of Christmas Seals each year are devoted to co-operative research work, under the direction of a Committee on Medical Research. This committee at the annual meeting of the National Tuberculosis Association and its affiliated state and local associations held in Portland, Oregon, last June, reported that, as a result of the work in the chemical analysis of the human tubercle bacillus accomplished during the past year, "we are on the threshold of our final journey." Good news, indeed, and yet how slowly is the progress made!

Research work is conducted in the best laboratories throughout the country. Manufacturing plants where enormous quantities of bacteria are being grown for chemical analyses and later for biological study, have contributed generously toward this co-ordinated research work. One house had 2,000 bottles of tubercle bacilli growing at one time and these had been bred on a carefully composed chemical medium. Universities, colleges and clinics as well as interested laymen and doctors have helped enthusiastically in the work. They all feel that through team-work the cure for tuberculosis will be discovered.

Until a specific or cure has been found, however, it is most important to employ the only known treatment we have found effective so far. That is not a bottled medicine, a pill nor a serum—it is the combination of absolute rest to heal the scar tissue, good food, sunshine and fresh air under the direction of a competent physician.

Until the baffling search has been successful, it is necessary for the public to be patient, use the best known methods for cure, and contribute intelligent interest in the search. A timely way to help is to buy and sell the penny Christmas Seals in December.

## An American Institution and Its Creed

By WILLIAM GREEN

*(Editor's Note—This explanation of Labor's program and its aspirations by William Green, president of the American Federation of Labor, is a splendid answer to the question: "Why is the American Federation of Teachers affiliated with Organized Labor?")*

Institutions are born out of the needs of society and established by those who are drawn together by common ties and a common purpose. This fact is recognized in the establishment of governments, churches, colleges, schools, industries and economic organizations. The success of the entire social order depends upon the creation of means and methods through which the political, religious, economic and social life of mankind can be promoted, safeguarded and protected.

It is significant of the innate desire of mankind that all institutions of prominence and influence are formed for the purpose of increasing human and spiritual values. Society gives recognition to those movements which enrich, sustain and glorify individual effort and collective progress. It does not, knowingly, give its approval or its support to any movement which tends to destroy human happiness and detract from personal worth or intellectual and spiritual progress.

The movement among working men and women which finally developed into the formation of trade unions has now become an institution and is generally recognized as a fixed part of our institutional life. It had its beginning in the early period of our national life and originated from the banding together of a small group of skilled mechanics and artisans. Those same impulses which moved the early patriots to demand and secure the blessings of liberty, freedom and self-government inspired the forefathers of the trade union movement to organize for the enjoyment of industrial freedom, industrial liberty and self-advancement. History records that they were both pioneer patriots and pioneer trade unionists. The establishment of the institution of trade unionism in our land paralleled the establishment of our government and independence upon American soil.

### PROGRESS SLOW

The organization of labor progressed slowly and systematically. It was necessary for its advocates

and representatives to teach and educate those who were to be benefited by its service. Because of a small membership and because the amount each member paid was small it lacked finances with which to carry on educational or organizing work. This retarded its growth but did not lessen the zeal and ardor of its members. Slowly and steadily the work of organization continued until a numerical strength was developed sufficient to form an international organization which was properly named the American Federation of Labor.

The various units of organized labor, such as international and national unions, state and city central bodies, all collected funds from their members with which to further the cause of organized labor and bring to those outside the movement the urgent invitation to join with them in their endeavor to advance the economic and social interests of the workers. Their earnestness and the character and soundness of their appeal brought into membership and affiliation many thousands of working men and women representing all crafts, callings and trades. From a small beginning the organized labor movement grew into a gigantic organization numbering approximately five million people and wielding great influence in the political, social and industrial life of the nation.

### FORCE WAS RECOGNIZED

As working people became united with this growing economic force they quickly realized how potential a force it was. They saw many ways in which they could improve their situations and create new opportunities for themselves and their fellow-workers. Their efforts met with such success that they were able to induce others to join them and as they increased their numbers they widened the scope of their activities and enlarged their program of advancement and progress.

While those who became members of the organized labor movement understood its lofty aims and praiseworthy purposes many of those who were not in direct contact with it failed to appreciate it and understand its principles, its creed and its policies. Some looked upon it as an evil and disturbing force. Because it came into conflict with employers of labor who, while they believed in the organization of capital, were opposed to the organization of working people it was attacked and opposed by them in a

most merciless and aggressive way. The methods used by some employers, in their efforts to oppose and destroy organization among working people, were of the most reprehensible and inhuman character.

#### SOUGHT UNDERSTANDING

Organized labor has sought to be understood. It has pleaded for the opportunity to function and to serve not only the working people but the public as well. It asks that the exercise of the right to organize be accorded to the working men and women just as society accords to capital and employers and other groups of society the right to organize. Where any attempt is made to deny the workers this right they will fight for its recognition and preservation.

It is this conflict between the workers who attempt to organize and those who oppose them which causes much of the strife and many of the strikes so burdensome and costly to workers, industry and society. The working people and their friends observe with very keen pleasure the new point of view entertained toward the organized labor movement and the better understanding of the very important place which the organized labor movement, as represented by the American Federation of Labor, occupies in the affairs and in the life of our country.

#### WILL RECEIVE SUPPORT

We are confident that as the organized labor movement is better understood and as it is given an opportunity to demonstrate its efficiency and its service in every community throughout the land it will receive the full support of all those who wish to see the constitution of the United States protected, American institutions preserved and human happiness and human welfare advanced.

The organization of labor has a creed to which its membership subscribes and which it seeks to make operative in every sphere of its activity. Through the application of its creed in all human relations, particularly in industry, it seeks to elevate human life and to carry on the work of human betterment. This creed embraces within it the essential characteristics of the written religious and moral codes. While organized labor is non-partisan in its political policy it does not fail to take an interest in politics and to use its political power in support of candidates who it believes are representative of the people and who will honestly and ably defend their rights and enact legislation which will redound to the public good.

One of the vital principles of our creed, in fact, the most fundamental of all is that men and women may be members of organized labor without regard to race or religious affiliation. All men and women who work for wages are eligible to membership in the American Federation of Labor. In becoming members they are guaranteed the right to worship in accordance with the dictates of their conscience and they pledge themselves never to wrong a brother or to see him wronged if they can prevent it.

#### FIGHTS FOR TOLERANCE

The American Federation of Labor is a sound, influential force in behalf of tolerance and in the defense of religious and political freedom. No law in the American Federation of Labor either abridges or denies the right of its members to belong to any church or denomination or to vote with or affiliate with a political party, nor is there any rule which can be invoked that would interfere with the free exercise of these rights which we hold to be inalienable.

The organized labor movement stands for an American standard of living, for high wages, reasonable hours of employment, the abolition of child labor. We demand the protection of women in industry, the creation of educational facilities and the compulsory school attendance of children. We demand the abolition of the sweat-shop and the abolition of the sale of convict-made goods in competition with free labor.

We have led in the movement for the passage of workmen's compensation legislation, of factory, mill and mine inspection laws and the establishment of sanitary and hygienic conditions in factories and workshops. We have demanded recreational opportunities and facilities so that all people may enjoy civic and community life.

#### DEMANDS FIVE-DAY WEEK

The establishment of the five-day work week is a part of organized labor's definite program. Human welfare, the care of widows and orphans and of sick and disabled, happiness in home life, the development of opportunities for material, intellectual and social attainment constitute a large part of organized labor's creed.

The motives and the work of labor's economic movement are many times misinterpreted and misunderstood when strikes occur having for their objective higher wages and improved conditions of employment. Many well-meaning and sympathetic friends fail to grasp the real objective of labor. For,

while the primary purpose of organized labor is to secure high wages and shorter hours of labor, its ultimate purpose is to help the workers and those dependent upon them to live more complete and happier lives. We strive to bring an increased amount of sunshine and happiness into the homes and lives of working people. Monetary and material values are secondary to human and spiritual values.

#### WHY SHORTER HOURS

It is unfortunate that the purpose of organized labor in trying to secure a reduction in working time is seriously questioned. Frequently it is charged, by those who are hostile to the Trade Union movement that the workers demand shorter hours for the purpose of indirectly increasing wages and decreasing output. They allege that working people, in furthering this social reform, endeavor to shirk responsibility, perform less work and thus inflict upon industry and society increased economic and financial burdens. They further allege that an increase in the leisure accorded workers through a reduction in working time tends to encourage shiftlessness, to increase crime and to develop a disregard for their work and efficiency.

All of these allegations and charges are untrue. They are contrary to human experience and are not in accord with facts. The shorter work day and the shorter work week are demanded by working people so that they may have opportunities for recuperation, surcease from the monotony and noise of continuous toil in factories, mills, mines and workshops and time to enjoy family and home life and to develop the spiritual, intellectual and cultural part of human life. Leisure and the opportunity to enjoy leisure will create an environment conducive to good citizenship and this is a matter in which all good citizens are interested. Our national life, the perpetuation and security of our democratic government depend upon the high quality and high standard of our citizenship. Long hours of labor, continuous employment deadens and dulls life and brings about a total disregard and indifference to problems and questions which so vitally affect our social and political life.

#### HAS REAL CONTRIBUTION

We assert that we desire more opportunities for self-development, self-expression and intellectual advancement so that, as workers, we may play our part, intelligently and constructively, in the civic and political affairs of the nation. We wish to contribute toward the development of better men and

women rather than to emphasize the accumulation of increasing wealth.

Trade unionism is an institution with a creed. Its friends recognize it as an influence for good and its enemies concede its existence and credit it with having many virtues. Its friends seek to make it more effective, serviceable and responsive to the needs of the working men and women. Its enemies hesitate to undertake to destroy it because the experience of other nations throughout the world shows that if trade unionism is weakened or destroyed there will immediately spring up in its stead a force dangerous and destructive to society and free institutions.

#### MUST BE PROTECTED

As an institution trade unionism must be protected and as an economic force it must be permitted to function. We offer the services of this institution of trade unionism to the development of efficiency in industry, to the promotion of the moral, spiritual and material interests of the masses of the people and as a stabilizing influence in our national and industrial life. We solicit acceptance of its creed so that the standards of life and living may be raised to the point recognized as commensurate with the requirements of American citizenship.

#### PROMINENT EDUCATIONAL MAGAZINES COMBINE

The merging of two of America's best known educational magazines went into effect November 1st, when *The Educational Review*, recently acquired from Doubleday, Doran and Company by the Science Press, was combined with *School and Society*. The magazine will be published weekly throughout the year, under the editorship of J. McKeen Cattell with the co-operation of William McAndrew.

*The Educational Review* was established in 1891 by Dr. Nicholas Murray Butler, now President of Columbia University, and was under his editorial direction for twenty-nine years. Dr. Frank P. Graves, formerly Dean of the School of Education at the University of Pennsylvania, and now New York State Commissioner of Education, acted as editor for four years, after which time William McAndrew, recently Superintendent of the Chicago Schools, became editor.

*School and Society* was established in 1915, and since its founding has been edited by Dr. Cattell. During its history it has absorbed *The School Journal* established in 1874 and *The Teacher's Magazine*, established in 1878.

## Just Observations

By SELMA M. BORCHARDT

*Legislative Representative*

The good people of Arkansas have settled this question of EVOLUTION, so far as Arkansas is concerned. The referendum vote of that state decided that there is not and that there shall be no EVOLUTION. The bill which was before the Legislature last year is so worded that it settles many questions. It practically prohibits the teaching of *any* natural science in any high school or university of the state, including of course the medical colleges of the state.

The Rotenberry Bill prohibited the teaching that "man ascended or descended from any lower form of animal." This referendum vote settled part of this at least.

The Reverend Ben Bogard now promises to rid many other states of the menace of the teaching of the natural sciences. Referenda are promised for Florida, Texas and Mississippi.

Florida has indicated its willingness to be purified. A committee authorized by its last legislature, is at work black-listing "books inimical to good morals." The list already contains the works of Bernard Shaw, H. G. Wells, Kroeber's *Anthropology*, Allport's *Social Psychology* and many others.

\* \* \* \*

Election is over. NOT ONE member of the Senate who was up for re-election, who had earned the disapproval of organized labor, was re-elected. Senator Bruce of Maryland, Senator Bayard of Delaware were among those who went down. It was Senator Bayard, you'll remember who coined the phrase "the unholy trinity" when referring to the Child Labor Amendment, the Sheppard-Towner Baby Bill, and the bill for the creation of the Federal Department of Education. It was he who used the government frank or rather abused the government frank and sent out material libelously attacking the men and women who support humanitarian measures. He was immune to legal attacks; congressional immunity safe-guarded him. He couldn't well be answered as the dignity of a governmental document protected him. But the people of Delaware have answered him. May the other makers of blacklists take heed from this example.

\* \* \* \*

From Amsterdam we have received information on the Teachers International Trade Secretariat. This is the bona fide teacher trade union and its literature sounds fine. Its Constitution states that its object is

the "improvement of the economic and social status of teachers, the protection of their political rights, the betterment of education in the broadest sense of the word and the cultural advancement of all workers." In order to achieve its purpose, the constitution declares for academic freedom and independence of the teaching profession. It stands for educational opportunities for all children and calls for a plan of school organization which would make this possible.

As would be expected it calls for an educational program which would seek to promote international good will and oppose Chauvinism and militarism. At present the teachers unions of France, Germany, Austria, Holland, and Luxemburg belong.

Their proceedings as well as their constitution show an idealism, a program of action closely similar to that of the American Federation of Teachers.

A number of the organizations which belong to this organization belong also to another international teacher federation.

We are happy indeed to work with our fellow teachers through the World Federation of Education Associations, but this does not prevent our benefiting also by an active co-operation with bona fide teacher trade unionists from other parts of the world.

Your Committee on International Relations has prepared a brief summary of the proceedings of this organization which the national office will be pleased to send you.

\* \* \* \*

Now just what makes teaching a profession? What is a professional organization? What is a teacher organization? Not just a series of casual questions, but questions which a serious condition calls forth. The facts are that only eleven states have a teacher tenure law. Almost fifty per cent of the teachers of this country have not had any professional training. Teachers are appointed in many places because of their clothes, their religion, their friends, their club membership and other such weighty reasons. A candidate for a school board in West Virginia last year announced that if elected he would not vote for the appointment of any teacher who willfully refused to buckle her galoshes. In North Carolina a teacher was dismissed because she wouldn't teach Sunday School. In Tennessee and Kentucky and seventeen other states at least, teachers are ordered to belong to the National Education Association. In one place in Tennessee a county superintendent actually withheld the amount of the N. E. A.'s dues from a

teacher's salary. It's this last point which seems to me more serious than anything else.

Through this educational organization school officers are robbing teachers of their personal dignity, their professional status and incidentally the necessary respect of the community. We feel that the forced membership of teachers in the N. E. A. or any other teacher organization is contrary to the ethics of the profession and we sincerely hope this degrading practice so prevalent now, will be discontinued.

How can we expect the public to stop molesting us, to stop denying us our personal dignity as teachers, if a large educational organization itself is the greatest sinner?

\* \* \* \*

It may not be quite proper to indulge in personalities but when the person is Harry Fox, president of the Wyoming State Federation of Labor one just can't help it. In a recent letter he said, "Of course, we'll work with the teachers of Wyoming to help them get a tenure law, if they will only tell us what they want." Of course, he will help. It's working with folks like Harry Fox, an idealist, a thinker, an able executive, a beautiful friend to teachers and other workers, the very incarnation of those ideals which led us to affiliate with organized labor, that makes that affiliation the joy and gratification that it is.

#### CIVIL LIBERTIES SUMMARY FOR LAST THREE MONTHS OUT

"The most serious civil liberty issues since the Colorado coal strike last winter" arose in the months of July, August, and September, according to the American Civil Liberties Union, which has just issued a case report covering that period.

In the New England textile strike districts, says the report, "prohibition of strikers' meetings, the use of state troops, and brutal police attacks on picket lines resulted in serious riots. Hundreds of pickets were held in excessive bail, convicted on minor charges, and given unusually heavy sentences."

"Sacco-Vanzetti memorial meetings on the anniversary of the execution of the two men were broken up or forbidden all over the country," the summary continues. The first criminal syndicalism prosecutions in over four years were started against ten Workers Party members arrested when Kansas City, Kansas, police broke up such a meeting.

The Workers Party and allied organizations met police interference in holding meetings and in conducting organization activities in California, Illinois,

Minnesota, Missouri, New Jersey, New York, Ohio, and Pennsylvania, according to the report. Speakers at Workers Party election campaign meetings were arrested, and audiences were dispersed. Arrests for distributing literature and soliciting strike relief funds occurred repeatedly. Police bans on meetings under labor or radical auspices in half a dozen cities were abandoned after protests or threats of legal action by the American Civil Liberties Union.

Pittsburgh police broke up the National Miners' Union convention there when it was attacked by adherents of the United Mine Workers. About five of the aggressors and 125 delegates were arrested.

Cited by the report as notable in the three-month period are:

- (1) The decision of the Court of Quarter Sessions at Philadelphia upholding the right of police censorship of meetings.
- (2) The decision of the Minnesota Supreme Court upholding that state's recent law which permits any county judge to enjoin in advance publication of any newspaper he deems "malicious, scandalous, or defamatory."
- (3) Defeat of the Pittsburgh postal authorities' raid on the National Miners' Relief.
- (4) Release of the last criminal syndicalism prisoner in the United States—Leo Ellis, an I. W. W. who finished a two-year term in Folsom Penitentiary, California.

The report concludes: "It is notable that not a lynching or mob violence case is reported for the entire period."

#### AN ADVENTURE IN SELF EDUCATION

(Continued From Page 5)

and colleges should begin and continue. It places full responsibility upon the people who are to engage in their own education. Education, it is believed, is a "close look" within the self,—also within the group—a drawing out of the self, for the sake of the group. It can never be realized in any measure at all adequate for the needs of our age, by the enforced schooling of 25,000,000 of our population, by our regimented and standardized teachers and administrators, by the dull and meaningless academic and scholastic performances of our school communities. Ashland College proposes to receive only those who are already conscious of themselves and of the real world, to keep them out of this actual world long enough only to get a somewhat better understanding, if they can, of themselves and of "the issue of the world."

## BOOKS

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

—Emily Dickinson.

"A little library growing larger every year is an honorable part of a man's history. It is a man's duty to have books: a library is not a luxury but one of the necessities of life."—Henry Ward Beecher.

### "LET FREEDOM RING" IS PUBLISHED

"Let Freedom Ring" a new book by Arthur Garfield Hays, member of the executive committee of the American Civil Liberties Union, is now off the press and can be supplied by the Civil Liberties Union.

Mr. Hays, a prominent New York attorney, has been in the thick of the fight for civil liberties and took part in such outstanding battles as the Tennessee evolution trial of Scopes, the Boston prosecution of H. L. Mencken for the sale of *The American Mercury*, the Sacco-Vanzetti affair, the Pennsylvania coal strike and other cases. From this material he makes a narrative of dramatic suspense and a story of significant episodes in the age-long fight for freedom.

"Let Freedom Ring" is illustrated by many pictures and cartoons. It can be obtained from the American Civil Liberties Union for \$2.50 per copy.

### OUTLINES OF PUBLIC UTILITY ECONOMICS

By MARTIN G. GLAESER, *Macmillan, New York*  
1927, 847 pp. Price \$4.25

In the October *American Federationist* we find a review of Professor Glaeser's *Outlines* which says that the book is an impartial text-book and perfectly all right for the schools. The reviewer says, "I am convinced that the book is what it pretends to be—a systematic and impartial attempt to analyze the difficult economic legal problems common to the operation and regulation of those industries which we recognize to be affected with a public interest." And again, "for one determined to go to the bottom of our public utility problems Professor Glaeser's volume is an indispensable foundation."

Glaeser himself says in his book that the manuscript was examined by Edward Gruhl and F. W. Doolittle, Vice Presidents of the North American

Company and by E. W. Morehouse and Dr. Ely of Ely's Institute before it was published, and furthermore that its publication was due to the financial assistance given by the Ely Institute. Since the North American Company is one of the largest public utility holding companies in the United States, and since the Ely Institute which went over the manuscript and wrote the introduction to it, has received from the N. E. L. A. alone \$75,000 during the last three years, one has a right to infer that Glaeser's book is a desirable textbook from the standpoint of the public utilities.

That it is a "desirable text book" from their standpoint the following testimony from the Federal Trade Commission shows:

(From *The United States Daily*, August 18, 1928)

Arthur F. Herwig was called as a witness on July 2 and testified as follows:

Direct examination by Mr. Healy: Where do you live? A. Milwaukee, Wis.

Q. What is your business? A. I am director of the Wisconsin Public Utility Information Bureau.

Q. How long have you been director? A. Since December, 1920.

\* \* \* \*

Q. Now, your report shows that your committee has co-operated with Wisconsin University professors in preparation of books on utility engineering and utility economics. What University professors did your committee co-operate with in the preparation of books on utility engineering and utility economics? A. I would like to say that I did that personally. It was due to a personal relationship between Professor Glaeser of the University of Wisconsin, whom I met when I was secretary to the Pension Laws Commission. He happened to be secretary to the Acquisition Committee in Milwaukee, which was preparing a plan for the city to go into partnership with the electric railway system there. I think I met him later on a train, and he told me he was going to write a book on public utility economics, and I was very enthusiastic about it.

Q. Did he tell you at whose suggestion, if any one, he was going to write that book. A. No, sir. He was a teacher of it, and had been teaching on that subject at the University for many years.

Q. Well, was there anything said about your co-operation at that time? A. No, sir.

Q. What else was said during the course of that conversation relative to his book? A. I told him I thought he would have a great opportunity in writ-

ing a book on public utility economics, if I remember my conversation that there were no booklets now in use that I knew of; that the subject was being considered by universities throughout the country, and people were beginning to appreciate that they had no conception of regulation; that real regulation had not been—that the story of real regulation had not been entirely told, that is, of how public utilities had operated, and I told him that I thought he had a very good future in view of such a book.

Q. In what university was Professor Glaeser? A. The University of Wisconsin.

Q. Is he still there? A. Yes, sir.

Q. What followed that; what was the next thing that developed in regard to this text book? A. I think some, probably a year or so later, I can not be positive, I think he sent me one or two chapters of his booklet, of this book, and he asked me to read it over and to say whether he had used the latest facts in it.

Q. Did you submit what he had sent to you to some of the utility men? A. I submitted it to Mr. W. R. McGovern.

Q. Connected with what company. A. The Wisconsin Telephone Company.

Q. And he made some comment on that book? A. Yes, sir.

Q. And you passed them on to Mr. Glaeser? A. Yes, I think I did; I am not sure.

Q. Do you know whether he altered the text in any respect as a result of these comments? A. No, sir, he did not; not that I know of. I told him that I submitted it to Mr. McGovern because it contains some valuable statistics; that Mr. McGovern being a valuation man, knew what those statistics were, knew as to the accuracy of them.

Q. Do you know who printed the book? A. I made a story of it. If you will let me refer to the story I have in our clip sheets I could tell you who published it; I do not recall; I do not know.

Q. Do you know anything about who took part in the financing of it? A. No, sir.

Q. Have you any information that any public utility company or any group of utility companies contributing anything towards the expense of the publication? A. No, sir.

(From *The United States Daily*, August 2, 1928)

(Testimony of John B. Sheridan, Director of the Missouri Committee on Public Utility Information,

and Chairman of the sub-committee of the N. E. L. A., June 21, 1928)

Q. Here is a very sensible letter from Mr. Fred Cutcheon of the St. Joseph Gas Company, suggesting that if the work on textbooks goes too far the public will get the idea that the textbooks are being used as propaganda for public utility companies and that the reaction will be worse than the original misinformation? A. Yes.

Q. Then you wrote to Mr. Cutcheon on the 14th of September telling him that the work being done by Mr. Jenkins, of the Commonwealth Edison Company, in respect to textbooks, showing that the committee was proceeding with the utmost caution? A. Yes, sir.

\* \* \* \*

Q. Here is a letter to Mr. Cadby, dated May 21, 1926? Yes, sir.

Q. Showing that the textbook situation is being handled by tactful personal contact by the national committees in charge? A. Yes, sir.

Q. You say as follows: "My idea was that we should go direct to the textbook writers, tell them their books were all right for the period for which they were written, but that changes in the last 10 years make a new textbook necessary." A. Yes, sir.

Q. "This will give the boys a chance to write new textbooks and make some more money, and we can show them individually just wherein the old textbooks are obsolete?" A. Yes, sir.

Q. Document 2979 is a letter from Mr. Carl D. Jackson, dated March 28, 1927, is it not? A. Yes, sir.

Q. Showing that a year or two before Mr. Glaeser undertook the preparation of a textbook, and saying that this was largely at the suggestion of the committee on co-operation with educational institutions? A. Yes, sir.

(From *The United States Daily*, July 25, 1928)

(Testimony of John B. Sheridan, June 20, 1928. Judge Healy examining).

Q. And do you remember writing to someone that as a result of the activities of the National Association, a book which fairly presented the subject of utilities had been prepared by a man named Glaeser? A. Yes, sir.

Q. Do you know whether that textbook by Glaeser was distributed in Missouri? A. I think that one of our managers in Missouri purchased ten copies or maybe twenty, I do not know the exact number, and sent out to his local managers in Missouri.

Q. Do you know who Mr. Glaeser is? A. I have heard of him.

Q. What institution is he connected with? A. I think it is the University of Wisconsin.

Q. Do you know what his public utility connections are? A. No, sir, I do not.

Q. Do you know what the arrangement was under which he prepared the book? A. I do not.

Q. Or what publishing house printed it? A. I think it was MacMillan, if I do not make a mistake.

Q. I think it was too. Here is a paper now marked Exhibit 2623 from Mr. Cutcheon, of the St. Joseph Gas Company. A. That is correct.

Q. He suggested that *every high school principal should have the text book* and that the *gas company would be willing to bear its share of the expense?*  
A. Yes, sir.

\* \* \* \*

Carl D. Thompson, Secretary, The Public Ownership League of America, says:

"A book on public utility economics that was written by a university professor at the suggestion of public utility corporations, the manuscript of which is partly at least reviewed by private corporation men, and when published was recommended for circulation in the schools by representatives of the utility companies, to say the least would not be likely to defend any vital issue in which the general public was immediately interested.

Professor Glaeser's book is quite orthodox, and with but few unimportant exceptions follows the usual "safe and sane" lines followed by the university economists that have been subsidized by the power companies. Much of it is good and true, and perhaps valuable, but so far as I can discover whenever Mr. Glaeser has encountered a public utility problem in which the interests of the general public were really at stake, he has either evaded it entirely or taken a position quite agreeable to the private corporations. In some cases where I had hoped to find a real contribution, as for example on the question of holding companies, we suddenly encounter a footnote stating that a study is just being undertaken by someone else, which when published will probably give us the light we are seeking. After glancing through the book in a casual manner I am impressed with the thought that it is no wonder that the young men who come out of the economics departments of the universities today are bewildered."

In view of these diverse opinions, it might be well to read the book rather carefully. But be sure that

your eyes are open and that you have cut your eye teeth.

#### THE NEW ECONOMICS FROM COMMONWEALTH

*Workers' College in the Heart of the Ouachita Mountains Gives Labor a Dynamic Philosophy*

MENA, Arkansas—Dr. William Edward Zeuch, Director and Professor of Economics at Commonwealth College, is formulating and giving to his students a new approach to the whole field of economics.

"Power Economics," as Dr. Zeuch calls his new approach, supplies the American workers with a dynamic labor philosophy that is typically American. Dr. Zeuch disclaims originality except for the organization and systematization of extant materials and for emphasis upon *power* as the dynamic element in the evolution of economic processes and institutions. "The sources from which I have developed Power Economics," he says, "are the studies of Franz Oppenheimer upon the origin and evolution of the State, the economic writings of John R. Commons, the pragmatic philosophy of Pierce, James, Dewey and others, and the behavioristic psychology of J. B. Watson and his followers."

The main theses of Power Economics may be stated briefly as follows:

1. All economic activity is concerned with the problems of value and valuation which arise in *transactions* between buyers and sellers, borrowers and lenders, employers and employees, landlords and tenants, etc.

2. The transaction is limited, shaped, and controlled by *working rules* (customs, laws, accepted practices) operating within the limits set by natural forces and the methods and efficiency of production. Working rules because of their effect on the use of natural resources and the methods of production as well as because of their direct bearing play the dominant role in determining the nature of the transaction.

3. The working rules (customs, laws, accepted practices) are either a direct or an indirect expression of the political or economic power of a dominant group or a coalition of dominant groups.

4. Working rules (customs, laws, accepted practices) change with the rise to power of a new group or new groups in new kinds of transactions, as in the gradual transition from feudalism to capitalism, or from a shift or re-proportioning of power in the

same transaction, as in the growth and extension of labor legislation and collective bargaining today.

5. The establishment of new working rules as the expression of the interests of a new group or groups emerging to dominance is retarded by the customs and accepted practices established by the previous dominant group or groups.

6. The real struggles in the eras of slavery and feudalism were not class struggles between patrician and slave and lord and serf but group struggles between rival cliques within the dominant caste to determine which was to reap the spoils from the existing working rules. Up to the industrial revolution the emergence of the workers from slavery through serfdom to the wage system was largely incidental to the needs of the changing dominant groups and somewhat also, perhaps, to a growing humanitarianism.

7. Today the contest is between the organized workers and the owners and employers for the right to set or change the working rules. The numerical strength of the organized workers made effective through political democracy and collective bargaining has gradually encroached upon the power of owners and employers and can result only in the ultimate permanent dominance of the organized workers and the elimination of the opposing groups by absorption.

It will be observed that Dr. Zeuch, going to history rather than to Hegelian metaphysics, conceives of the historical process as a group struggle rather than as a class struggle; also that he has discarded the Marxian theoretical economic formulas as unessential yet has achieved a dynamic labor philosophy that looks forward, not to the stabilized capitalism of John R. Commons but to the final emergence of the organized workers to a dominant position where they will formulate the working rules of our economic society for the common good.

**WAR AND PEACE IN UNITED STATES HISTORY TEXT-BOOKS**, By Isabelle Kendig-Gill, can be obtained from the National Council for Prevention of War, 532 17th St., Washington, D. C.

Theodore Roosevelt once said: "Without abating a jot from one's devotion to his country and flag, I think a history can be made just enough to warrant its being received as an authority equally among Americans and Englishmen." Do our text-books live up to this standard of impartiality? Isabelle Kendig-Gill

inquires in *War and Peace in United States History Text Books*.

This study is based on an examination of 31 text-books reported by school authorities as used or recommended in every state in the country, from the primary grades through high school.

#### *Treatment of War*

- Twenty-five texts studied with special reference to this point show an average of 25% of the space in each book given to war.
- Five of the texts in this group are biographical collections of hero stories. These devote an average of 50% of their space to war and military exploits.
- The remaining twenty general histories devote about 19% of their space to war.
- Since both types of books are used in nearly every school, they should be considered together. Therefore, it is fair to state that 25% of the material in school histories deals with war.

#### *Treatment of the World War.*

Current phrases and popular catchwords have been accepted without question in denouncing Germany and proclaiming the guiltlessness of the Allies in the World War. The results of the War are given almost entirely in terms of the penalties exacted from Germany. There is usually, however, a somewhat boastful evaluation of the cost of the war to us in billions of dollars a day, and in one text there is a statement that "our losses were trivial" as compared with those of the other nations involved, "less than 50,000 were killed and somewhat over 50,000 died from exposure and disease." Nowhere is there any fundamental analysis either of the political and economic situation out of which the war grew or of its spiritual and moral costs to the world. The Peace Treaty is usually disposed of in a sentence and without criticism. The general impression one gains after reading these accounts is only of a brave and triumphant crusade against the Powers of Darkness in which we bore an heroic part.

#### *The Peace Movement*

While the labor movement and the woman movement are now treated in practically all general histories, only six of these texts take any cognizance of the peace movement per se, though many more commend the growth of public sentiment for arbitration, the limitation of armaments, etc., as steps toward world peace. These six show amusing variance in their conception of what the peace movement really is, and

several of them dispose of it in a phrase or a sentence. No history treats it adequately as a definite movement originating in the early days of the Republic, growing steadily in scope and strength, numbering many thousands of adherents, including some of our greatest writers and statesmen, and registering distinct progress at The Hague and the Pan-American Conferences, and more recently in the movement for limitation of armaments and the establishment of some form of association of nations and permanent world court.

#### Summary

None of the history texts examined give a complete picture of war, showing its dark side as well as its heroic, or make any fundamental analysis of its causes and results. The prevailing tendency is toward its glorification.

In general, the peace efforts of the United States are ignored or inadequately treated.

There is apparently little effort made to promote friendliness with other nations; but race prejudice is somewhat evident in speaking of the Chinese, Mexicans, Germans, Russians, and our own recent immigrants.

The World War is described in the popular phrases current during its progress, with no attempt to analyze its underlying causes and results. The Treaty of Peace is accepted without criticism.

#### STORIES AND POEMS FOR OPENING EXERCISES

With a vision, no doubt, of countless beset teachers and impatient children pouring over rows of books in search of a story or poem for school or church program, Elizabeth Ohr, who heads the School Libraries Division of the Indianapolis Public Library, has prepared an index called *Stories and Poems for Opening Exercises*. It has just been published by the American Library Association.

Not only has Miss Ohr compiled a list of works suitable for delivery at opening exercises, but she has grouped them under some two hundred headings, alphabetically arranged, so that if an exercise of this kind is to fall about February 22, one may look under Flags, Independence Day, Memorial Day, Patriotism or George Washington for material which bears, in some sense, on the topic of Washington.

Other subjects, taken at random, are Mystery Stories, Love of Home, Bees, Internationalism, Cheating, Nonsense Stories. Nature stories and poems are abundant, as are works on Animals, the Bible,

Flowers, Courage, Selfishness, Spring and the Wind. All of the ordinary needs are filled, and many of the less usual. Energy is there, as are Advice, Egotism, Frogs, Ingenuity, Good Luck, Loquacity. The important holidays are well observed—the New Year, Valentine's Day, Easter, April Fools' Day, May Day, Decoration Day, the Fourth of July, Labor Day, Hallowe'en, Thanksgiving, Christmas.

A key lists forty-one books in which the recommended selections are to be found. The moderate cost of these books gives the index a highly usable and useful application.

**STORIES AND POEMS FOR OPENING EXERCISES.** Elizabeth Ohr. Chicago, American Library Association, 1927. 40p. Paper. Single copy, 40c; 10 copies, 35c each; 25 or more, 25c each.

**ANNIVERSARIES AND HOLIDAYS; A calendar of days and how to observe them.** 1928. 308 pp. \$6. American Library Association, 86 East Randolph Street, Chicago, Illinois.

In speaking of the interruption of the regular school day by special observance of so-called special days, the *Pennsylvania School Journal* said in its April issue: "Instead of being sources of annoyance and irritation, the celebration of special days may be used to motivate and enrich the materials of instruction and to provide opportunities for teaching patriotic and ethical ideas."

This same thought was in the mind of Mary E. Hazeltine in the preparation of her book, *Anniversaries and Holidays*, which has just been published by the American Library Association. Schools, public and parochial, will welcome the mass of material it presents about national heroes, leaders in science, invention, religion, art and letters.

Within the compass of 300 double column pages are brought together, in calendar arrangement, the birthdays of important persons, anniversaries of noteworthy events, feast and fast days of the Christian and Jewish calendars. Important days are given a brief historical paragraph. Material for appropriate observance of the day is cited and often there are suggestions for programs, pageants, theatricals, etc. A separate section of the book is devoted to program making. Aside from this the book is a valuable work for quick reference. It answers hundreds of questions and brings to light many sources of material which schools will find useful.

### URGES EDUCATORS TO BE PROPAGANDISTS FOR EDUCATION

That the educator should also be a propagandist for education is the interesting thesis laid down in Edward L. Bernays' new book "*Propaganda*" which Horace Liveright announced for publication on November 15th. Mr. Bernays, who helped to create the profession of public relations counsel, and acts in that capacity for some of America's large corporations, for foreign governments, and social movements, thinks that "the normal school should provide for the training of the educator to make him realize that his is a two-fold job: the education as a teacher and the education as a propagandist. \* \* \*

"The teaching profession, as such, has a right to carry on a very definite propaganda with a view to enlightening the public and asserting its intimate relation to the society which it serves. In addition to conducting a propaganda on behalf of its individual members, education must also raise the general appreciation of the teaching profession."

Of special interest to students of Psychology, in view of the fact that Mr. Bernays is a nephew of Professor Sigmund Freud, is a chapter on "Mass Psychology."

Other sections of the book deal with how public opinion is moulded to the benefit of politics, business, art and science. Previous books by Mr. Bernays are "*Crystallizing Public Opinion*," and "*An Outline of Careers*."

**THE YOUTH MOVEMENT IN CHINA**, by Tsi C. Wang, Ph. D. New York. New Republic, Inc. xv+245 pp. \$1.00.

The recent intellectual upheaval in China, variously described as the Chinese Renaissance, the Literary Revolution, the New Thought Movement, or the Student Movement, is here for the first time given a full treatment under the *The Youth Movement in China*. Excerpts from articles and letters of those who took an active part in the movement give interesting insight into their mental states and make the book something more than a lifeless chronicle of past events. In publishing this book the author has made a valuable contribution to the English reading public.

Remember that when you are in the right you can afford to keep your temper, and when you are in the wrong you can't afford to lose it.—*Benjamin Franklin*.

### BARNARD SUMMER SCHOOL IN SECOND ANNUAL SESSION

NEW YORK CITY (W. E. B.)—The Barnard Summer School for Women Workers in Industry opened its second annual summer session on July 2 on the campus at Barnard College, Columbia University. Forty-three students were enrolled under the tuition of eight instructors (including the director). The student body is made up of women workers from the principal metropolitan industries, such as ladies' and men's clothing, cleaning and dyeing, millinery, neckwear, batik work, collars, shoes, sport goods, novelties, pianos, chewing gum and electrical goods, representing twelve different national backgrounds, ranging from English, Canadian and Scotch to Austrian, Russian and Turkish.

An important experiment is being tried this year with the courses of study. The students are graded into three different groups, introductory, intermediate and advanced, and the students in each group have a course of study developed around their own problems rather than around any particular academic subject. In the advanced section, for example, the general problem or main course of study is "The Status of the Worker." Miss Emily Hutchinson, instructor of economics, traces the evolving status of the worker from the economic point of view, and Miss Lucile Kohn, instructor in history, treats it from the historical standpoint, using such literary sources as are available. "The advantages of this new method are very evident," said Miss Friedman, director of the school. "There is a greater unity in our work than before and a simpler and more common sense approach for the worker to an understanding of her problem." Speaking of the Summer School, which is the only non-resident workers' summer school in the country, Miss Friedman said: "Our experiment has already proved that the plan is practicable; that we can get a splendid quality of work done where students live at home. Furthermore we do not break up their daily habits as is done in a resident summer school with the distractions of the community life. After a year at a school like Barnard, a student should make a greater use of her time at a resident summer school such as Bryn Mawr. The fact that we have succeeded at Barnard encourages us to believe that you can succeed on any urban college campus."

The average salary of teachers in 1913 was \$515; in 1923 it was \$1023. The relative purchasing power was \$593.

## Local News

### CHICAGO, LOCALS NO. 2, NO. 3, AND NO. 199

From all indications December 7 will be a gala and happy occasion. It is then that the teachers of Chicago will meet at the Palmer House to honor the new Superintendent of Schools, Mr. William J. Bogan. Locals 2, 3, and 199 have sponsored the dinner but it is in no sense an exclusive affair. Teachers and friends have been invited to participate, that is in so far as the two thousand seating capacity of the dining rooms will permit.

Another undertaking, the preparation of a Catechism is engaging the attention of a joint committee composed of Mr. James A. Meade, president of Local 2, Mrs. Lucie H. Schacht, president of Local 3, Miss Dorothy Weil, Chairman of the Press Committee of Local 3, and Miss Agnes B. Clohesy, President of Local 199. The Catechism is to be a statement of deeds, and a confession of the faith and beliefs of the three locals, in pamphlet form, to be used in persuading others, non-members, to think likewise.

At the regular monthly meeting of Local 3, October 19, Miss Lillian Ackerman, a Federation member, recently appointed principal of the Goodrich School, talked on "Being a Principal." She said in part that one is told that the chief duty of the principal is to supervise the classroom work. She had found it to be the solution of social problems in a foreign neighborhood. Incidentally 35 new members were voted in. Following the business meeting some thirty of the members stayed to dinner at the Woman's City Club at which Miss Beulah Berolzheimer, the former president, was the guest of honor. Later the members of Local 3 adjourned to the meeting of the Federation of Men Teachers, held at the Men's City Club. Mr. H. Wallace Caldwell, President of the Board of Education, talked on "Co-operation of Teachers' Organizations with the Board of Education."

FLORENCE E. CLARK.

Secretary-Treasurer Hanson was one of the delegates of the Chicago Federation of Women High School Teachers at the convention of the Illinois State Federation of Labor at Herrin, Illinois. Mrs. Hanson did some organization work in southern Illinois during this time and is invited to return later. There is a very considerable interest in the teachers union movement.

From Herrin, Mrs. Hanson went to the American Federation of Labor convention at New Orleans as a delegate of the American Federation of Teachers. She will spend some time in the south in response to calls for an organizer, making Atlanta, Georgia, her headquarters.

### SACRAMENTO, LOCAL 31

Sacramento Local 31 announces the good news of twenty-four new members this month. A reception was held to welcome them and to greet old friends. A committee has been appointed to arrange for the celebration of the organization's tenth anniversary. The problem of the payment of summer salaries is being studied and a committee has been named to confer with the superintendent, Mr. Hughes.

MARGARET MOORE,  
*Chairman, Press Committee.*

### ST. PAUL MEN, LOCAL 43

The St. Paul Federation of Men Teachers held two meetings in the month of October, one a meeting of building representatives to work out plans for organization growth. The report of the Joint Salary Committee of the two Federations shows a very kindly public feeling, and the prospect of a still further salary increase is good.

COURT SANDERS, *Secretary.*

### BROOKWOOD TO FIGHT A. F. OF L. BAN AT CONVENTION

KATONAH, N. Y.—All efforts on the part of Brookwood Labor College to get a hearing before the Executive Committee of the American Federation of Labor having failed, and the committee having issued its warning to all affiliated bodies to withdraw support from the college, Brookwood now intends to carry its case before the delegates at the New Orleans convention for an opportunity to examine and answer the charges made against it.

A letter sent out by President Green on October 30, recommends that all affiliated bodies withdraw their support because they can not consistently supply funds to "send students to Brookwood College where they live in an atmosphere antagonistic to the A. F. of L. and are taught theories which are in contradiction to the philosophy of the American labor movement."

An open letter of the Brookwood Board of Directors to the delegates at the New Orleans convention, commenting upon these charges, says:

"Having never received any direct and detailed statement about the complaints against Brookwood, it is impossible to make an answer. We flatly deny, however, the validity of certain inferences obviously meant to be drawn from vague statements in the press about 'Communism' and 'hostility to the American Federation of Labor.'

"Brookwood has not considered it to be part of its duty as an educational institution to promulgate the views and policies of the American Federation of

Labor or of any other movement or organization, without critical analysis.

"Brookwood has considered it to be its task to assist its members to an understanding of the A. F. of L. and its policies, to study all problems affecting the labor movement in the light of the facts, as calmly and scientifically as possible, teaching students how to think, not what to think, and resolutely refraining from any attempts to indoctrinate students with any particular theory or ism."

The directors emphatically state, furthermore, that "Brookwood is not controlled by, financed by, or committed to the policies of any political party, or subject to the control of any group or any individuals other than its own directors, all of whom are members, and in many cases, officers of long standing in A. F. of L. unions.

"We firmly believe that our labor movement needs more, not less of such education as this, and that if our labor movement were afraid of such education, it would indeed be in an unfortunate condition."

The fundamental labor principles of fair play, collective bargaining and conference about grievances have been "thrown to the winds in this case," the directors' letter claims. The initial action was taken without Brookwood being notified that an investigation was under way. When the Board of Directors asked for a hearing, President Green wrote that he "would refrain from taking any decisive action until after the members of the Executive Council had had ample opportunity to acquaint themselves with the protests filed and the requests made for a hearing."

"We never received any further reply in this matter," the directors complain, "and Brookwood was again condemned at the October meeting of the Council without being notified of the meeting, without getting a hearing, without any effort being made by the Executive Council to get an official statement of the Brookwood side of the case, and without any heed being paid to the repeated requests that we be furnished a copy of the complaints against us, the evidence on which they were based, and the source of such evidence."

Matthew Woll wrote certain of the labor directors of the school on October 16, stating that President Green had received several requests that the Brookwood side of the case be heard, and inviting them, in consequence, to answer a questionnaire which he enclosed.

The directors in a joint reply indignantly reminded him that the labor movement was accustomed to deal in organized fashion, and that while they would be glad at the proper time and place to speak personally about their connection with the school, a request for the "Brookwood side of the case" should be presented, not in this back-door fashion to them as individuals, but to the board of directors officially; that condemnation without a formal hearing savoured of Star Chamber proceedings. To this they received no reply.

Brookwood is a part of the labor movement, the directors point out in their letter to the delegates. "It is affiliated with the Workers Education Bureau. All its directors are members, and many of them officers, of A. F. of L. unions. Its instructors are all members in good standing of Local 189, American Federation of Teachers. Its students are trade union members, each of whom must be endorsed by at least two responsible officers of his union."

The American Federation of Teachers is greatly incensed over the highhanded way in which the Executive Council violated the labor principle of craft autonomy in this case. Although the action of the council threatens the existence of Brookwood Local 189 and impugns the integrity of its members, the American Federation of Teachers was not consulted or even notified before the council first acted in August. When the officials of the union sought a conference with President Green before final action should be taken, it was not granted.

Since the Executive Council of the A. F. of L. has refused to give Brookwood a hearing or to say upon what evidence it condemns the school, the Board of Directors is appealing to the delegates at the New Orleans Convention for an opportunity to appear so that they "may have the elementary privilege thus far denied them of studying those charges, replying to them, and submitting their own evidence as to the aims, activities and achievements of Brookwood."

#### FRENCH TEACHERS FIGHT

PARIS.—Propaganda against the French Teachers' Union which has 80,000 members and is affiliated with the General Confederation of Labor, has this year run its usual course in the press. Threats to secure legislation forbidding the teachers to belong to a trade union have been met by the union's counter-attack on the big business groups of which Premier Poincare is the spokesman.

November 8, 1928.

Editor,  
American Teacher,  
Chicago, Ill.

I note in your issue for November, 1928, a paragraph referring to reports that Communist students are being forbidden by the Communist Party or its local units to attend Brookwood. The writer hails this as "good news," and a "relief for Brookwood." I realize, of course, that Brookwood is not responsible for the sentiments of the writer, and that also if the writer had been able to set forth in detail what was in her mind, we might be in agreement with her on many points. It seems to me, however, that erroneous inferences might be drawn from some of the phrases used, and because I feel that it is of the utmost importance to Brookwood, the workers' education movement in this country, the American Federation of Teachers, and indeed the American Federation of Labor itself, that at the present time issues should be clearly drawn, that we should fight for what we really believe, and not on sham grounds, and that we should make it as clear as poor mortals can just what we do stand for, in the hope that others in turn will make as heroic an effort as possible to understand us, and to judge us on real issues, I want to make a very brief comment which I hope may appear in the next issue of *THE AMERICAN TEACHER*.

Insofar as opposition on the part of Communists to Brookwood is an indication that we are not under the control of the Communist any more than of any other political party, and that we teach analytically, not considering it our duty as an educational institution to promulgate without analysis the views and theories of any movement or group, I welcome what such opposition may do to clear the air and show what we do and do not try to do, and be.

Personally, however, while I am not a Communist, as is perhaps unnecessary to repeat, I do not regard it as an unmixed good if Communists or persons of any other political faith are to be prevented from coming to Brookwood, chiefly because that is another indication of the bitterness and disunity which exist in the labor movement at the present time, and which I deplore immeasurably.

Furthermore, I have held that a school where labor men and women of all shades of opinion, with varied background and points of view could rub elbows (and minds?), could for a time study together in an atmosphere of freedom, and come to know each other and each other's views, might render an important

service to the American labor movement. Something of that sort, at any rate, Brookwood has tried to do.

But most important of all, through all the years of its existence Brookwood has adhered strictly to a non-sectarian labor policy, the policy of accepting qualified students who had the endorsement of their local or international unions or of at least two responsible officers in their union, irrespective of their religious, political, social or economic views or affiliations. We want both our friends and our foes to know that this has been and still is our policy, and that there has been no disposition to alter it.

A. J. MUSTE.

#### TOBIN RESIGNS

The Executive Council of the American Federation of Labor at its meeting in Washington, D. C., the week of October 15, accepted the resignation of Daniel J. Tobin, Treasurer of the American Federation of Labor, which was tendered at a meeting of the Executive Council at Atlantic City on August 7. The Executive Council filled the vacancy thus created through the selection of Martin F. Ryan, President of the Brotherhood of Railway Carmen of America and Sixth Vice-President of the American Federation of Labor.

The Council then selected John Coefield, President of the United Association of Plumbers and Steam Fitters of the United States and Canada, and Arthur O. Wharton, President of the International Association of Machinists, to fill the vacancies created by the death of Vice-President James Duncan and the selection of Vice-President Ryan as Treasurer of the American Federation of Labor.

"It took \$3.00 in 1920 to buy as much as \$1.00 bought in 1890. Reducing the school expenditures of the United States in 1920 to their equivalent in dollars of 1890 and making due allowance for increased attendance we find that in those 30 years our school costs increased from \$1,005,000,000 to \$1,040,000,000. This annual increase of \$35,000,000 is less than one cent per day per pupil. When we take into account that the increase in attendance has been largely in the upper grades and high schools, where the cost per pupil is greatest, we find that the cost of elementary education per pupil was actually less in 1920 than in 1890.—Dr. John W. Withers, New York University.