

MARCH, 1929

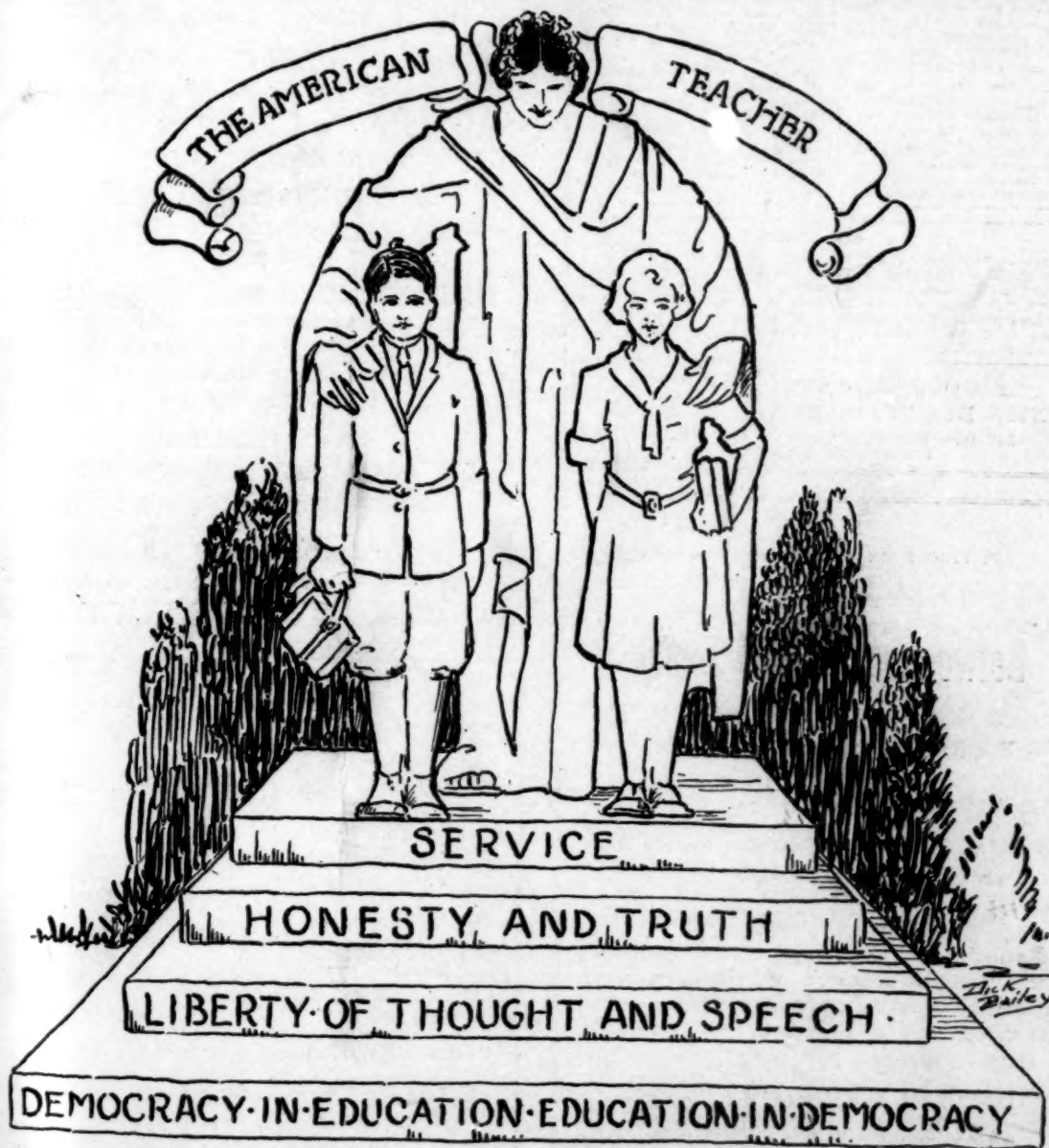
VOL. XIII—No. 7

*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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MARCH, 1929

Two Dollars a Year

## Organization of Teachers in Mexico

Do the teachers in Mexico have a class room teachers' organization? An answer in the affirmative was given to me by Signor Vicente Lombardo Toledano, the Secretary General of the Mexican Teachers' Union. I had the honor to spend a few pleasant hours with Signor Lombardo, also known as the "Young Intellectual," who gave me some information about this organization.

Prior to the existence of the Union, conditions in the educational systems of the Republic of Mexico were far from adequate for teachers. In some places, they were quite miserable. The first conflict took place in the State of Vera Cruz, where the teachers struggled for better conditions. The strife was of considerable hardship, as the teachers were confronted with a law prohibiting a union of public employees. Under the leadership of the C. R. O. M. (Confederacion Regional Obrera Mexicana), the Mexican Federation of Labor, the teachers were finally successful in repealing that law not only in Vera Cruz, but throughout the Republic. That was the foundation of the movement.

### TEACHERS AFFILIATE WITH C. R. O. M.

The next conflict took place in the State of Oaxaca, where teachers were not paid promptly, and also not paid during the vacation months. This second victory led to organization.

Trouble was then encountered in the Federal District. The final outcome of the several local strifes was the organization of one big national progressive union, called Federacion Nacional de Maestros, directly affiliated with the C. R. O. M. The conservative teachers' organizations which existed before the Revolutionary

period do not exist any longer.

In only about one year (1927), the Union succeeded in acquiring a membership of about 15,000 comprising about sixty organizations. This number represents a very high ratio, as the total number of teachers in Mexico is estimated to be only about 50,000. The dues amount to 1-2 per cent of the wages.

Procuring of numbers, however, is not the only achievement the Union is boasting of. The large membership brought with it also gains in the economic field. The Union won in many states a salary schedule equal to that paid in the Federal District, as well

as an increase in the latter. And it was no easy task, as the Mexican Federal and State governments are confronted with the problem of increasing the number of schools with only limited funds.

At the beginning, the Union also found difficulty in obtaining the consent of the Department of Education. At present, it is fully recognized, and in

### Samuel Gompers Memorial

In accord with the action of the New Orleans convention of the American Federation of Labor in November which authorized the formal appeal of funds for this purpose in January, 1929, the month of our distinguished and revered leader's birth, the Congress of the United States has passed appropriate legislation granting permission to place this monument on government property near the American Federation of Labor Building in the City of Washington.

It is planned to begin the erection of the monument at the earliest possible date and to carry it forward to completion as quickly as possible. It is hoped that the response to the appeal will be liberal and a true expression of the appreciation of the invaluable service to the cause of labor and all humanity rendered by this great man.

Send all money contributed to Frank Morrison, Secretary, American Federation of Labor Building, Washington, D. C.

some cases participates in the administration of educational matters.

#### MANY CULTURAL ACHIEVEMENTS

In the cultural field, the Union also claims many achievements, the most important one of which is the publication of a dictionary for native Mexicans in the Nahuatl language of the Aztec Indians. This dictionary has given new impetus to the diffusion of education among the Indians.

I asked Signor Lombardo how it was possible for an organization to spring from practically nothing to a membership of 15,000 in about one year. "Individually," he replied, "we should never have accomplished that, but the C. R. O. M., which has a membership of 2,500,000 stood by us, and teachers and workers worked in co-operation. We helped each other. It is pathetic to think of a teacher who considers it beyond his dignity to belong to the same organization with those men who feed and build the world."

The truth of the above explanation may be corroborated by the following Associated Press despatch from Vera Cruz, dated October 5th:

"Schoolmasters have gone on strike and a general walkout of port workers has been called for Monday as a demonstration of sympathy for their cause. . . . Announcement of the intention of the dock workers to strike was viewed as an attempt on the

part of C. R. O. M. (The Mexican Federation of Labor) to use the occasion for a display of strength."

#### C. R. O. M. WEAKENED

One may recall at this point the display of strength shown by the C. R. O. M., in making a success the famous labor parade staged by the government in its fight for the separation of Church from State, when 50,000 members marched in the streets of Mexico City during the turbulent summer days of 1926.

Recent events, however, have weakened the power of the C. R. O. M. The present government, which is the tool of powerful interests, is doing everything in its power to gain the confidence of the independent unions. Some of these, like the Photo Engravers' and Linotypers' Union, have already seceded from the C. R. O. M. The purpose of the government is to disintegrate the C. R. O. M., and finally destroy it, as without a national union, labor will be helpless to maintain its present prestige.

Mr. Lombardo sent his greetings and goodwill to the American Federation of Teachers. He enthusiastically accepted my suggestion of establishing an intimate contact and co-operation between the two organizations, as well as the sending of a Fraternal Delegate to conventions. No doubt, the progressive teachers of Mexico and those of the United States can learn a great deal from each other.

MORRIS SAVAGE.

## A Community Where Teachers Rule

By WILLIAM CUNNINGHAM, *Secretary Commonwealth Local 194*

Perhaps teachers should be, after all, not intellectual lackeys for a community but leaders of the community. If our so-called "education" is worth anything at all it should equip men and women for leadership rather than condemn them to spend their lives maintaining "discipline" in a prison house for boys and girls.

The average community supports its school because it believes the school capable of instilling in the young a love of country (the army and navy), a moral sense, and a shrewdness in money matters. Teachers thus are hired propagandists and their jobs depend upon the whims of the grocer and parson.

Obviously the hope of the teaching profession lies in education, in the proper meaning of the term—education in the behalf of education. The community attitude toward teachers must be changed, for

communities cannot be abolished. Perhaps some day, when the true value of education is popularly realized, teachers will be hiring and firing grocers.

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You smile—but do you know that in one community in America the teacher actually does appoint the grocer, bosses the carpenters, directs the plumbers and the cooks? True, it is an odd place, one of the oddest in the world.

Ten miles west of Mena, Arkansas, among the pine-covered hills, is a little village of some twenty houses, new and freshly painted. During the forenoons a bell clangs at intervals and groups of villagers stroll from one building to another. During the afternoons there is a sound of hammering and sawing and chopping. The villagers are at work under the direction of an official whose title is Educational Director.

Commonwealth College is an experiment in self-maintaining education for workers. Its chief service is in pointing the way for the establishment of similar projects. Its interest to the teaching profession lies in its insistence on academic freedom. Commonwealth instructors are free to teach what they honestly believe, without fear of losing their jobs because of such teaching. Although Commonwealth credits have been accepted by prominent universities, no effort is made to fit the college into the American degree-granting machine. There are no so-called "extra-academic" activities on the part of the students—no societies, fraternities, athletic teams. Education is made an end in itself, and its visible sign is a broadened outlook on life, not a roll of sheepskin.

#### ALMOST SELF-SUPPORTING

One indication that the average community, whether geographical or creedal, wants propaganda rather than education served to its young, may be seen in Commonwealth's struggles to raise the small amount of money needed to meet its yearly deficit and increase the capital equipment to the point where the school can be completely self-supporting. Both teachers and students work four hours a day on the college farm, or in kitchen, office or laundry, to maintain themselves while they teach and study, and thus the college is at the present time almost entirely self-supporting. When it has added a few thousand dollars worth of equipment it will be entirely so.

In December, 1927, the situation seemed hopeless. Promised funds were not forthcoming. There seemed no way to keep the school going until funds could be raised to complete the equipment. Expenses amounted to some \$2,500 annually more than income.

Commonwealth is organized to serve the labor movement, but that movement is divided into factions so bitter toward each other that none will give its support to an impartial project. Of the thirty

thousand dollars that the school has, during its five years of existence, raised and expended on necessary equipment, only thirty-five dollars have come from organized labor. Twenty-five dollars of this amount came from an Arkansas local, and two members of that local were opposed to making the gift because they had heard that evolution was taught at the school.

#### PREFERS TO REMAIN FREE

Several organizations have, during the history of the school, offered money on this or that condition—if only the faculty would teach certain doctrines and refrain from teaching some others. But the management prefers to remain free from outside domination even though the school be forced to close down.

In January, 1928, the trustees launched a campaign to raise the yearly deficit. They hoped to find one hundred people sufficiently interested in workers' education and financially able each to pledge twenty-five dollars annually for three years. Twenty-five hundred dollars seems a small amount beside the million-dollar endowment drives of other schools, but that amount is hard to raise without strings attached. During the first ten weeks of the campaign about half that amount had been pledged. It yet remains to be seen whether the college will open its doors next fall.

Life is strenuous at Commonwealth. Cows must be milked, chickens fed, meals cooked, trees felled and chopped into fuel, houses built, a small store tended, crops planted and harvested, overalls washed and mended, stones carried from the farm land—all of these activities take a great deal of physical energy. Teachers receive no salary and earn their way as do the students. It is significant that despite the hardships and the lack of remuneration more teachers apply than can be admitted.

#### A HEALTHFUL LIFE

Students who are to make good at the school must possess both physical and temperamental hardihood. Boys and girls from the farms and the labor unions are usually the best equipped to withstand the strain of arising at six, attending classes until noon, and working from one until five in the afternoon. For hardy individuals this is a healthful life. Students almost invariably gain weight during the school year.

The Commonwealth experiment has already shown that a real school may be run on a tenth of the amount ordinarily expended on a propaganda institution, that teachers are capable of managing their own

(Continued on Page 32)

## Lincoln's Analysis of the Relative Importance of the Producing Factors in Industry

*Address Delivered by William Green, President of the American Federation of Labor, Before the Traffic Club of the Cincinnati Club, Cincinnati, Ohio, Tuesday, February 12, 6 p. m.*

Not long ago a young American mother, anxious to instill in the hearts of her son and daughter the essence of patriotism and reverence for our Country, took her children to see the Lincoln Memorial which is enshrined on the shores of the Potomac River near the City of Washington. This beautiful symbol of the devotion of the people of a Nation is an heroic statue of Abraham Lincoln, his kindly face and his long, lank form blending into the marble until it seems a holy place. Awed by the sight which met her eyes the little girl crept closer to her mother and whispered, "I would like to climb up on his lap and talk to him a little while."

Lincoln was a man who inspired confidence in all who knew or saw him. History tells many, many incidents and events of his life, but it does not record one instance wherein he abused or ignored the trust and confidence of the people who trusted and believed in him. From his great utterances we have drawn our proverbs. His noble sayings, whether in times of peace or in times of discord and distress, have been accepted by all men and have become a part of our national litany. The Nation marks the anniversary of his birth today and our unparalleled mediums of communication, the press, the radio and the living voice, give expression today to the love and respect with which we honor him.

### LINCOLN TYPIFIED AMERICAN SPIRIT

In relative terms our Nation is one of the young nations of the world. Its development and growth has been astounding and the years of its existence are crowded with occasions of great historical importance. Yet, somehow, we have given great preference to certain incidents of the life of Abraham Lincoln for they typify the spirit and idealism of the American people.

His unassuming natural manner of expression, the simple elegance of his words, the spiritual glow of his thoughts make his meaning clear and intelligible to humble and proud alike. He had the innate ability to vest the greatest truths in the simplest language. With a few words he could bring into play all the human emotions of pity, understanding, love

and sympathy. It could truly be said of him that he had a great heart and that great heart beat in sympathy for the oppressed, the down-trodden and the poor. It is easy to believe that his sympathetic understanding of the common people was nurtured and increased by his remembrance of personal experiences. Many times during his public career he referred to his early experiences and his difficulties in procuring a living and an education. To be able to appreciate suffering and distress one must have endured both. Then can be poured forth all the divine pity and love of a noble soul.

Many great men and women have lived and died unknown to the world. Fortunate, indeed, is that country which is given the opportunity to follow the leadership of such a noble character. His profession as a lawyer early brought him to the attention of those who surrounded him and his worth and ability were given recognition. His rise was rapid and spectacular. He engaged in affairs of state and took a most active part in the political and legislative activities of the day. On March 4, 1861, he was inaugurated President of the United States for his first term and on March 4, 1865, he began his second term. On the 14th of April, in the same year, he was assassinated.

### AN IDEAL TO MILLIONS

This generation sees Lincoln as the central figure in a passing picture, a great human drama filled with the horrors and tragedies of warfare. To millions he is an ideal. To mankind he represents all that is democracy to a freedom-loving people.

As an exponent of democracy he charted the course of our Government through its most disastrous period. As a great humanitarian he championed the cause of human liberty and personal freedom. He had sublime faith in the people and in their capacity for self-government. He regarded it as a solemn duty and a sacred obligation to protect and preserve our representative form of government. His nobility of purpose, his undying devotion to our form of government and his irrevocable determination to prevent human exploitation within the

boundaries of the Nation have made his fame everlasting. His life was a true expression of the divine philosophy that "He who is great is the servant of all."

Abraham Lincoln's keen concept of the just, equitable and fair relationship which should exist between the essential producing factors in industry is reflected in his public addresses, published articles and state papers. Because of his nature and his environment he was sympathetic toward labor and partial in his attitude toward the masses of the people. This, however, did not serve to dull his sense of justice or destroy his respect for the rights of others. He believed firmly in a full recognition and an impartial protection of the rights of Capital and Labor.

#### WORKERS PROVE THEIR CAPACITY

Lincoln's firm belief in the capacity of the masses for self-government was expressed in an address which he delivered in this city, Cincinnati, on February 21, 1861. In the course of his remarks he said:

"I agree with you, Mr. Chairman, that the working men are the basis of all government, for the plain reason that they are the more numerous, and as you added, that those were the sentiments of the gentlemen present, representing not only the working class, but citizens of other callings than those of the mechanic, I am happy to concur with you in these sentiments."

At the time when this important statement was made our Union was facing serious social and political problems which threatened the existence of our representative form of government. The peoples of the Old World were watching the experiment in popular government which was being made in the New World. Outside of the Republic it was generally assumed that only those who enjoyed wealth, favors and privilege were equipped to rule, to direct and to govern. Lincoln challenged that assumption by declaring that the "working men are the basis of all government."

The history of the United States shows that Lincoln was right. Working men and women have shown their capacity for self-government and have proved to be a loyal and protecting force in every crisis through which the Nation has passed.

In 1863 the Republican Workingmen's Association of New York made President Lincoln an honorary member. A committee was sent to Washington to inform him of this fact. In his address to the Committee President Lincoln included the following excerpt from his message to Congress in December, 1861:

"Capital has its rights, which are as worthy of protection

as any other rights. Nor is it denied that there is, and probably always will be, a relation between capital and labor, producing mutual benefits."

It is reasonable to conclude that there were those in Lincoln's day who strongly disagreed with him when this statement was made and yet it is clearly evident that he gave utterance to an accepted economic truth. Lincoln recognized, perhaps far in advance of other public men, that labor was essential to national greatness and national prosperity. Capital was an inanimate thing and represented surplus labor. Labor was the creative force and capital represented only that which Labor had created. Capital, of itself, cannot create a commodity nor can it convert raw material into finished product. It is only through the service, genius and training of labor, that these things can be accomplished.

It is clearly evident that Lincoln had in mind the fact that employers were morally obligated to recognize that Labor possessed certain rights which it should be permitted to exercise without interference and without oppression. This thought was expressed when he said:

"Labor is the superior of capital, and deserves much the higher consideration."

The conclusion must be reached that according to Lincoln's philosophy working people should be permitted to exercise the right to organize for mutual protection, co-operation and collective bargaining. I here make reference to a strike of shoemakers in Massachusetts, in 1860. In a speech delivered at Hartford, Conn., March 5, 1860, Lincoln said he "thanked God that we have a system of labor where there can be a strike. Whatever the pressure there is a point where the working man may stop."

In this speech Lincoln also said:

"If you give up your convictions and call slavery right, as they do, you let slavery in upon you—instead of white laborers who can strike you'll soon have black laborers who can't strike."

In a speech at New Haven, Conn., on March 6, 1860, Lincoln returned to the subject discussed in his speech of the previous day. Among other things he said:

"I am glad to see that a system of labor prevails in New England under which laborers can strike when they want to, where they are not obliged to work under all circumstances, and are not tied down and obliged to labor whether you pay them or not. I like the system which lets a man quit when he wants to, and wish it might prevail everywhere. One of the reasons why I am opposed to slavery is just here. What is the true condition of the laborer?

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## AMERICAN FEDERATION OF TEACHERS

ORGANIZED APRIL 15, 1916

Affiliated With the American Federation of Labor

If we are to save ourselves and those that come after us from a renewal in an even more frightful form of all that we suffered in the Great War, we must, by our every action, in our every-day conversation and even in our very thoughts, seek peace.—*Prince of Wales.*

*I belong to the Teachers Union because I believe in being an up-to-date democrat. An up-to-date democrat cannot operate as an isolated individual, however virtuous and well-intentioned he may be. He must operate through at least one effective group. The Teachers Union is such an effective group. It is formed for the purpose of achieving democracy in the schools. It is a foe of privilege, a foe of autocracy, a foe of inefficiency. It fights for high ideals in education and citizenship. I belong to the Teachers Union because outside of it I am pretty nearly powerless to accomplish the things in which I fervently believe.*—HARRY A. OVERSTREET, Professor of Philosophy, College of the City of New York.

## OUR JOB

The schools are the teachers' business and whatever is wrong with the schools today the responsibility is theirs. For too long they have allowed some one else to attend to their business, and as is usual it has not been well done. The teachers must realize their problem and responsibility and set about their business. No longer must they let George do it. No longer must they be frightened by the cry, "The teachers want to run the schools."

First, the teachers must through strong, effective organization put themselves in a position where they can fix the standards of their calling instead of leaving that work to every one else except the teacher—to those who in many cases know nothing at all of what should control the standards of teaching. If there are Blue Laws for teachers and special class regulations for them, there is no one to blame but themselves. Let them organize fearlessly in a way to make their voice heard and this restrictive situation will change.

Second, the teachers must through strong, effective organization secure sound state-wide tenure laws which will give them not merely security of livelihood but a spiritual assurance that will make the schools a dependable factor in the social welfare of the nation. There is nothing more vital to educational progress than sound tenure laws. What must be the mental attitude of the teacher who may be dropped at a minute's notice for no matter what trivial reason. Eleven states have recognized the importance to educational advancement of sound tenure laws and thirty-seven more must,—and they will when the teachers organize effectively.

Third, the teachers must through strong, effective organization secure increased revenues to maintain

and develop the public schools. The cost of elementary education per pupil is actually less than in 1890. The question may well be asked, "Must we not only earn our salaries in the classroom, but also find the money to pay them?" To be sure. The teacher today has much more than a classroom responsibility to earn his salary. He has a social responsibility and that includes the responsibility of seeing that the schools of America are the best possible "to produce free, unafraid men and women, American citizens of the highest type." Increased revenues are a fundamental need.

*The teachers must find the remedy, if it is to be found.*

Robert Morss Lovett, University of Chicago and editor *The New Republic*, says:

"The only way, it seems to me, to remedy this situation is to put the schools gradually but largely in the control of the teachers themselves. I know that there are many dangers connected with this proceeding; I have heard all sorts of objections; but it seems to me that all the objections together do not weigh heavily in the scale which is balanced on the other side by a situation revealed by the examples which I have given.

"The teachers in control of the schools will give to the schools an efficiency and a dignity which they now lack. After all, every workman, every trade, is asking for industrial democracy, is asking for a greater share in the control of the work. In every trade where it has been tried, it has shown that workers under these conditions think in terms of the enterprise as a whole instead of the job. Profits to private individuals may be diminished by industrial democracy, but after all in the case of public schools the question of profits to private individuals is merely a question of crime. You are depriving certain criminals of their opportunities to plunder the schools by giving the teachers control. You do not interfere with any legitimate vested interest.

"The control of the schools, the control of any piece of engineering by the men who are on the job, is one of the conditions to which we look for the healthy operation of democracy. Why shouldn't we look for it first of all in the schools? The teachers are already advanced in their thought in regard to these matters. They understand the importance of the schools in the functioning of democracy. Democracy at the present time is a ship in which there is an enormous number of passengers, each with

his own private interest and private set of desires, but it lacks a crew; there are comparatively few people who are working for democracy as a whole. In that respect the United States is at a disadvantage with Soviet Russia. I believe there are more people today working together for the welfare of the state as they conceive it in Russia than there are in the United States of America.

"Where are we to find a crew? Why, we shall find it among the teachers. After all, the teachers are educated to appreciate democracy, their interest is in democracy, they become dignified and important elements in the community in so far as democracy is the aim of that community; you might almost say that the invitation to teachers to become the special and sworn servants of democracy, as the Communist Party are servants of Communism, is irresistible. The teachers have nothing to lose but their chains.

"The only way in which the teaching force of this country can be made effective for the uses of democracy, the high and important service which they may render to the body politic, is through their organization. Obviously you can't have a great body of teachers working for democracy, educating the next generation into democracy, unless those teachers have the power, the support, the mutual education which comes through their organization. The union is the nursery of democracy."

Mr. James Mullenbach, member Chicago Board of Education, says:

"Regarding the teachers as a special force in the labor movement, it seems to me that the labor movement is to be congratulated upon the fact that the teachers themselves are beginning to organize and to become an integral part of the movement. I believe it will lend strength to the general social movement.

"We speak of it as a labor movement, but as a matter of fact, if you look at it in the right way it is a broad, large social movement for the retrieval of certain sections of our social life that, as I say, I think have been retarded and have not come up to the measure of our general social organization.

"From that point of view, just as a citizen I rejoice that there is an organization such as the American Federation of Teachers through which you might be able to bring your wisdom and your energy and your ability into the service of the vast social move-

ment we know as the labor movement and, as for its central organization here in our country, the American Federation of Labor.

"I am sure that any citizen who has his heart in the right place and has a reasonable reflection upon the conditions of our time will feel that that is a fine thing to do and that it will add in time to the wealth—I don't mean the money wealth—of our country, the wealth of the expansion of personality, the deliverance of personality from so much of the bondage and the fear that applies today in our industrial order and in which the teachers, as you know, to a certain extent participate.

"Wherever you have the autocratic principle in operation, whether it is in a public affair like a school board or a city hall or a county building, or whether in a clothing factory, a machine shop, an automobile factory, it automatically works oppressively.

"The real guarantee that the workers have that they are going to break loose from it is the fact that autocracy has certain weaknesses. The autocrat cannot know the truth, and nobody is going to tell him; those associated with him in the work are not going to tell him because they are interested in telling him how peacefully and happily things are going; the workers are not going to tell him because they won't dare put any criticism on the management.

"Then because of the ensuing oppressiveness you have the reaction that comes from any set of men and women who are trained up in conditions of freedom in their other relations of life, I mean those societary relations I have been describing, and then to expect them to accept conditions of bondage under the principles of autocracy in industry is too much to expect of human nature. It won't work that way. No matter how wise or how wealthy or how much brains the employing group may have, ultimately they are due to lose their power; it may not be today, it may not be tomorrow, but they are ultimately due to lose it because of the fact that the autocrat cannot know the truth, there are certain inherent weaknesses; no matter how stupid in a sense or how corrupt in a sense a labor organization here or there may become, the great onward movement toward freedom, toward liberty of action in the industrial relationship is bound to come. *And you teachers ought to get busy and let all the teachers in the country in on it, and get them to realize that it is not a matter of protecting their wages and immediate interests only, but they are really bound up*

*in a great big broad magnificent social movement for the retrieval of human life.*

#### BEWARE OF PESSIMISTS

When we meet the chap who insists that everything is all wrong and there is no possible way of making anything right, we want to be very sure not to let him influence us.

Sometimes that sort of chap is gifted with eloquence, very persuasive, and full up with figures that seem to bear evidence in favor of his contention.

He almost makes us believe that everything worth while is impossible and wrong.

The out-and-out pessimist, however, lacks three qualities that you and we have and should use.

He lacks knowledge. And no man who lacks knowledge of what the race of man has done is able to give any kind of worth while opinion as to what men can or will do.

He lacks imagination. And imagination is needed to lay out the plan in advance of the work that has produced everything man has accomplished for his own benefit.

He lacks courage. And Nature hates a coward, because it is not in the nature of things for any man to be afraid. The man who has knowledge and imagination, and still does not possess confidence to go forward and help his fellow-men go forward, is a poorer specimen than he who is merely ignorant or dull.

The pessimist never gets anywhere himself. And if we heed his foolish and cowardly nonsense, we very likely will not get anywhere ourselves.

We who are on our way to success need inspiration, and not discouragement.—*Exchange.*

#### ON MEANING WELL

Henry Ford has said that if a man means well he can nearly always find a way to do well. If this were true, we might as well close our schools. They are founded upon the assumption that it is mighty hard to find out how to live the best and most effective life; how to be as skilful and efficient as possible. They undertake by the slow process of education to give one information and methods of working so that he can find out how to do things. If just anyone who happened to have good intentions could carry these intentions into profitable execution, nearly all the work of education might be omitted.

We would not for a moment belittle the impor-

tance of meaning well. Good intentions are necessary first steps toward achievement. They supply direction to our action. They do not carry us over the road. We must intend well, and then we must find out how to do well. One does not become a great lawyer by meaning to do well at law, but by having that intention, then following it up with years of hard labor intelligently directed. One does not acquire sane religious views merely because he feels righteous, but by study and candid reflection. One becomes a successful farmer by learning a great deal about farming.

Many of the colossal failures and tragedies of history have been the work of well meaning people. A prominent historian has said that the pious fool has done more harm in the world than the knave. George III meant well. So did the men who burned witches at Salem. So did most of the slave owners. So did the leaders on both sides of every war and of every struggle. One's conscience is just as valuable as his judgment is strong, and the strength of his judgment depends upon its training and upon the extent and quality of the information which forms its base.—*Weekly News Review*.

### MAN'S GREATEST FOES

Indolence and Deference are man's greatest foes.

By Indolence is meant man's disposition to let someone else do for him what he should do for himself.

This inaction is more pronounced when men are called upon to think.

Nothing is more troublesome to the average man. He is pleased to be saved this effort. He accepts second-hand opinions because this is easier than to form independent judgments.

The Indolent man is mentally lazy. He yields to a strong-willed man.

By Deference is meant man's willingness to accept the views of those whom he secretly considers his "superiors."

Men may be educated, but if they lack will power they are found in the ranks of Indolence and Deference. As a social force they are nil. They are only noticed by vote hunters and the census taker.—*Santa Barbara Union Labor News*.

True knowledge is mankind's greatest benefactor; false teaching is civilization's greatest handicap.—Samuel Gompers.

### MILITARISM IN COLLEGES AND SCHOOLS

Now that the United States has ratified the Kellogg Pact for the renunciation of war, the people should guarantee the significance of this action by renouncing new additions to our instruments of war and by removing the germs of militarism from our public educational institutions.

Secretary Kellogg has said: "We are all determined that the curse of war shall not again devastate nations. The most certain insurance against this is the training of the thoughts of men in the way of peace."

But in contrast to this, President Morgan of Antioch College states: "The battle for war or peace is being fought today in our schools and colleges. The war department, through government appropriation, has millions of dollars at its disposal to build the war spirit in the minds of our youth."

The Committee on Militarism in Education, which is a member-organization of the National Council for the Prevention of War, is (1) opposing compulsory military training in civil educational institutions, and (2) urging the abolition from all public high schools of military drill. The position of the Committee is that the War Department does not belong in American colleges and schools in time of peace, and that its presence there will tend to nullify what the State Department hopes to accomplish by the multilateral treaties and peaceful negotiation.

The Committee on Militarism in Education is acting as a research and resource bureau in its special field for the peace organizations and others who are opposed to putting educational armor plate on immature minds. As it tries to avoid financial competition with the organizations which co-operate, it has restricted its budget for 1929 to the minimum of \$16,000. It asks for co-operation now in one or more of the following ways:

(1) That organizations pass resolutions condemning compulsory military training and military training in high schools.

(2) That press clippings and other information pertaining to militarism in education in any locality be sent promptly to the Committee.

(3) That individuals or organizations who can afford it, make a financial contribution.

Dr. George A. Coe is chairman of the Committee. The address is:—COMMITTEE ON MILITARISM IN EDUCATION, 383 Bible House, Astor Place, New York.

## School Head Affirms Belief in Married Teacher

*Urges Women to Use Their New Political Influence and Power to Do Away With Discrimination In This Regard*

Writing on the profession of education in *An Outline of Careers for Women*, edited by Doris E. Fleischman, and just published by Doubleday, Doran and Company, Mrs. Jessica G. Cosgrave, principal of The Finch School, The Lennox School and The Finch European School, affirms her belief, as a school executive, in the married teacher, and urges women to use their new political influence and power to do away with discrimination in this regard. Miss Fleischman, who compiled the book, is a public relations council, associated in this work with her husband, Edward L. Bernays, and writes on public relations as a career for women. Mr. Bernays is the editor of *An Outline of Careers* for men.

"Obviously," says Mrs. Cosgrave, "if there is one profession where mother-understanding and mother-love and mother-experience may be profitably used it is in teaching . . . By depriving teachers, when they marry, of their positions, we deliberately encourage the short-time dilettantes who leave the service of the school which has trained them, just when they might be of some real value. . . ."

### LAWS SHOULD BE CHANGED

"The ideal solution, which of course is not always economically possible, is for the young or not-so-young teacher who has made herself a thorough mistress of her profession to resign while her children are young, and resume her work when the last child is of school age. Surely such a one would bring a store of knowledge and experience, to add to her technical training, which she can bring up-to-date, and it should make her of far more value than in her earlier years.

"Private schools can, of course, use their own judgment in engaging such instructors. Public schools are still bound, in many instances, not to employ married women, and even to dismiss those who do marry. There can be little doubt that the arguments in favor of the married women are the stronger, and that they will become increasingly compelling to all thinking people. Here is a splendid opportunity for women to use their political influence and power to bring about the change in law, or school ordinance, or custom, which may be necessary."

### OTHER DISTINGUISHED CONTRIBUTORS

The chapter on education is one of forty-three contributed by distinguished women, leaders in their professions or business. The volume was gotten together to supply the demand for information on the part of young women who aspire to leadership and who want to know the qualifications and opportunities for success, the advantages, the disadvantages, the honorary and the monetary rewards, the intrinsic difficulties as well as the special difficulties that must be encountered by women in the various fields of occupation in American life today.

Other contributors to the book are Gertrude Atherton, Mary Vail Andress of the Chase National Bank, Princess Julia Cantacuzene Speransky, Frances Perkins, Chairman of the Industrial Board of the New York State Department of Labor, Judge Jean Norris, Mrs. Charles B. Knox, Mrs. Franklin D. Roosevelt, Norma Talmadge, and other notable women on such fields as agriculture, literature, banking, architecture, radio, music, retail merchandising, engineering, etc.

## Ohio Plans "School of the Air"

*State Educational Department to Sponsor Experiment Early In January Over WLW at Cincinnati—Subjects to be Taught*

The "Ohio School of the Air," sponsored by the Department of Education of the State of Ohio, will begin on January 2 over WLW, Cincinnati, according to a representative of the station. The programs may also be broadcast simultaneously by Station WEOA, at the Ohio State University at Columbus.

The tentative plan is to broadcast the educational programs between 1:30 and 2:30 p. m., Eastern Standard time, each week from Monday to Thursday, inclusive.

Lesson leaflets containing suggestions to teachers, bibliographies, illustrations, etc., to supplement the

course will be distributed in advance of the broadcast to which they pertain. According to the announcement, J. L. Clifton, State Director of Education, has sent a questionnaire to all educational supervisors of the State to help decide the course of study.

"The Ohio School of the Air will be an experiment," said Mr. Clifton, "but we want it to be a successful one. That the radio of the present day may be utilized as an avenue of education has been definitely and thoroughly demonstrated in the national political campaign through which we have just passed," he continued in an article in the Better Schools bulletin of the State Department. "Enough has been determined through careful and systematic investigation during the past few years to justify the definite trial of adapting radio to the educational processes of the school room."

The tentative WLW broadcast schedule for each week follows:

Monday—Current events talk by a leading newspaper man or student of world affairs. (Fifteen

minutes. For upper grades and high school.)

History Dramalogs—Great moments in history presented by a selected group of players. (Twenty minutes. For upper grades.)

Talks on "Achievement" by great men and women, not only worthy residents of Ohio but all others that can be secured. (Twenty-five minutes. For high school.)

Tuesday—Stories and playlets by selected story tellers and casts of players. (Fifteen minutes. For lower grades.)

Literary masterpieces by selected readers. (Twenty minutes. For upper grades.)

Literary masterpieces by selected readers. (Twenty-five minutes. For high school.)

Wednesday—Health talks by physicians and athletes. (Fifteen minutes. For upper grades.)

Travelogs—Geography with emphasis on music and sound. (Twenty minutes. For upper grades.)

Civil Government by State and National Government Officials. (Twenty-five minutes.) — *New York Times*.

## Nationwide Campaign for Prevention of Blindness To be Launched

A nationwide educational campaign for the prevention of blindness and the conservation of vision among the industrial workers of America and among their families will be launched immediately as a joint effort of the American Federation of Labor and the National Society for the Prevention of Blindness, it was announced by the latter following its annual meeting.

The Society for the Prevention of Blindness has for some 20 years led the fight for conservation of vision; the Federation of Labor is now joining hands with this Society for an intensive campaign within the membership of the Federation because of requests for assistance in health education which have come to the Washington headquarters of the A. F. of L. from various state and local labor bodies and because of the growing seriousness of the eye hazards of industrial occupations.

### CO-OPERATING WITH LABOR

In announcing the campaign, Lewis H. Carris, Managing Director of the National Society for the Prevention of Blindness, declared: "The campaign is being undertaken because of our conviction that

the eye hazards of industrial occupations—that is, accidents, diseases affecting the eye, and eyestrain—now constitute probably the most serious cause of blindness and impairment of vision among workmen in America. It is the belief of the officers of both organizations that a very large percentage of industrial blindness is preventable and that many of the eye hazards in the home, on the street and in other places outside of industry, which at present threaten the sight of the wives and children of our workmen, also are avoidable."

If this educational activity of the A. F. of L. is found to be effective, it is probable that the Federation will in future years make similar efforts to serve its membership in other major health fields.

### INDUSTRIAL TOLLS STAGGERING

The campaign for the prevention of blindness will be carried on through the various publications of the American Federation of Labor and of local labor bodies, through radio broadcasting, exhibits in the meeting places of labor organizations and other avenues of health education. The announcement of the campaign by the A. F. of L. and the Society for

the Prevention of Blindness says: "The seriousness of the situation which this campaign seeks to correct may be appreciated when one thinks of the following few facts:

"The industries of this country are at present paying approximately \$10,000,000 a year compensation to workmen who have been totally or permanently blinded while at work; this expense is inevitably reflected in the cost of commodities and thereby in the cost of living.

"The direct loss to the working men and women of America through lowered efficiency or earning capacity following blindness or serious impairment of vision is probably much more than \$10,000,000 a year.

"There is a further loss, intangible, but probably even more serious than the foregoing, in the tragedy which enters every home in which a person has been blinded or has lost part of his sight permanently—a tragedy which often spells disaster."

Close students of industrial conditions are now convinced that 98 per cent of all industrial accidents are preventable; if this applies also to the eye hazards of industry, this joint effort of the A. F. of L. and the Society for the Prevention of Blindness and the Society's program within the industries themselves and among employer groups should result in the saving of many men's and women's eyes.

## Resolutions

*Introduced by A. F. of T. Delegate to A. F. of L. Convention, New Orleans, La., November 19-28*

To support Protest of Teachers of Seattle, Washington, Against Imposition of Yellow Dog Contract.

Resolution No. 43.—By Delegate Florence Curtis Hanson of the American Federation of Teachers:

Whereas, The Board of Education of Seattle, Washington, has demanded that as a condition of employment or re-employment of teachers in that city, they shall sign individual or "yellow dog contracts" declaring that they are not members of the American Federation of Teachers or of any local thereof, and that they will not become members during the term of the proposed contract; and

Whereas, President William Green of the American Federation of Labor has correctly stigmatized the action of the Seattle Board of Education as un-American and as an insult to the teachers, because it deprives them of their constitutional right to join an organization that is animated by the highest American idealism; therefore, be it

Resolved, That the American Federation of Labor in convention assembled endorses the admirable statements on the Seattle situation which President Green has made public; and, be it further

Resolved, That we urge all affiliated unions to insist that the teachers of America be guaranteed the protection of their rights as citizens, and particularly that the teachers of Seattle be freed, through sound tenure-of-position legislation and through an appeal of their case to the Supreme Court

of the United States, from the involuntary intellectual servitude now being forced upon them by the action of the Board of Education of Seattle; and, be it further

Resolved, That the Executive Council of the American Federation of Labor take suitable measures to place this resolution in the hands of all affiliated National and International Unions, Central Labor Unions and State Federations of Labor to the end that a favorable public opinion may be created, and the restrictions implied by the Yellow Dog contract may be removed.

Your committee recommends concurrence in Resolution No. 43.

The recommendation of the committee was unanimously adopted.

Proposing Endorsement of Newton Bill for Child Health Extension Service.

Resolution No. 44.—By Delegate Florence Curtis Hanson of the American Federation of Teachers:

Whereas, We have been happy to note that during the administration of the Sheppard-Towner Baby Act, infant mortality has been greatly reduced; and

Whereas, There has been introduced into Congress a measure, the Newton Bill, which seeks to establish a child health extension service; therefore, be it

Resolved, That the American Federation of Labor in convention assembled does endorse, in principle, the Newton Bill and will seek to secure its passage.

The committee recommends that Resolution No.

44 be referred to the Executive Council for investigation and such action as the Council may deem wise in accord with the established policy of the American Federation of Labor.

The recommendation of the committee was unanimously adopted.

The committee amended Resolution No. 45 in the following manner: By striking out the word "treaty" in the first line of the second whereas and inserting in lieu thereof the words, "multilateral treaty for the renunciation of war," and by amending the resolve to read: "Resolved, that the American Federation of Labor, in convention assembled, favors the ratification by the United States Senate of the multilateral treaty for the renunciation of war."

The resolution, as amended, reads:

Requesting American Federation of Labor to Assist in Securing the Ratification of the Kellogg Peace Treaty.

Resolution No. 45.—By Delegate Florence Curtis Hanson of the American Federation of Teachers:

Whereas, The trade union movement of America supports whole-heartedly every movement, and every effort which seeks honestly and uprightly to promote the cause of international good will; and

Whereas, The multilateral treaty for the renunciation of war known as the Kellogg Treaty proposed by our government to the nations of the world is a mighty step forward in the recognition of peaceful means for settling disputes among nations; and

Whereas, The United States Senate will be asked to ratify this treaty during the coming session of Congress; therefore, be it

Resolved, That the American Federation of Labor in convention assembled favors the ratification by the United States Senate of the multilateral treaty for the renunciation of war.

The committee recommends that the resolution, thus amended be concurred in.

The report of the committee was adopted.

The committee amended Resolution No. 46 in the second whereas, in the following language: "Whereas, in some localities Boards of Education appoint or discharge teachers because of their purely personal views or affiliations without regard to the professional fitness or conduct of such teachers in the class room, therefore, be it."

The amended resolution reads:

Calling Upon State Federations of Labor to

Urge Enactment of State Tenure Laws for Teachers.

Resolution No. 46.—By Delegate Florence Curtis Hanson of the American Federation of Teachers:

Whereas, We recognize that the teachers in our public schools should be appointed and retained in office because of their professional fitness; and

Whereas, In some localities Boards of Education appoint or discharge teachers because of their purely personal views or affiliations without regard to the professional fitness or conduct of such teachers in the class room; therefore, be it

Resolved, That the American Federation of Labor in convention assembled does condemn all such practices; and, be it further

Resolved, That, to fight such unsound practices, it calls upon every state body to make every effort to have enacted a sound state tenure law as soon as possible.

The committee recommends that the resolution as thus amended be adopted.

Opposing Use of Public Schools to Spread Propaganda of Special Interests

Resolution No. 82.—By Delegate Florence Curtis Hanson of the American Federation of Teachers:

WHEREAS, Exposures of the Federal Trade Commission have shown that special interests are seeking every opportunity to use the public schools to spread their propaganda; and

WHEREAS, It has also been shown that there is gross misuse of the conception of research, institutes posing as research institutes being in reality propaganda institutes subsidized by special interests, and

WHEREAS, The American Federation of Labor believes that the public schools of this country which belong to the people, with their varying political and economic convictions, should provide for the presentation and the discussion of both sides of controversial questions, but should not be exploited for the purpose of advocating the particular conviction or beliefs of any groups, and

WHEREAS, The American Federation of Labor has always actively opposed the use of the schools and universities of the country for propaganda of any nature; therefore, be it

RESOLVED, That the American Federation of Labor goes on record as unalterably opposed to all efforts of private or public service corporations and of real estate boards and other private corpora-

tions to inject covert propaganda into the public schools and universities; and, be it further

RESOLVED, That the American Federation of Labor condemn as unworthy the confidence and trust of the American people those institutions which have been proven to be subsidized by special interests and which are carrying on, under the guise of disinterested research, propaganda in favor of the interests which are subsidizing them, and, be it further

RESOLVED, That the American Federation of Labor oppose all efforts to have text books specially prepared by and for these interests introduced into our tax-supported schools, colleges and universities, and use its influence to have such specially prepared text books removed where now in use; and, be it further

RESOLVED, That the American Federation of Labor standing Committee on Education be instructed to continue its studies of text books used in tax-supported schools with these considerations especially in mind and to forward information concerning these matters at the earliest possible date to state federations, central labor bodies, local unions and affiliated national and international unions.

Adopted as amended.

And this resolution was presented by Delegate John Sullivan, representing the New York State Federation of Labor and adopted by the Convention.

Whereas, The following resolution was adopted by the 65th Annual Convention of the New York State Federation of Labor assembled in the city of Rochester, New York, on August 30, 1928:

"Whereas, The Board of Education of Seattle, Washington, has demanded that as a condition of employment or re-employment teachers of that city must sign individual contracts declaring that they are not members of the American Federation of Teachers or any local thereof, and that they will not become members during the term of the proposed contract, and

Whereas, President William Green of the American Federation of Labor, has correctly stigmatized the action of the Seattle Board of Education as un-American, and an insult to the teachers because it deprives them of their constitutional right to join an organization animated by the highest American idealism, and

Whereas, The act depriving our loyal and patriotic teachers of their privileges as citizens may be the entering wedge of a movement to deprive all

public service employees of their fundamental civic rights, therefore, be it

Resolved, That this convention of the New York State Federation of Labor endorse the position taken by the American Federation of Teachers and the American Federation of Labor in opposition to the Yellow Dog contract and urge upon the American Federation of Labor to call upon all labor organizations to come to the aid of the teachers of Seattle with all the resources at their command to the end that not only may the teachers of America be guaranteed the protection of their rights as citizens but that other employes of municipal, state and federal government may likewise be protected; and to the further end that the teachers of Seattle may be freed through the enactment of sound tenure legislation and through an appeal to the Supreme Court of the United States, from the involuntary intellectual servitude now being forced upon them by the arbitrary action of the Board of Education of Seattle."

Resolved, That the 48th Annual Convention of the American Federation of Labor, assembled at New Orleans, La., herewith refers the foregoing quoted resolution to the incoming Executive Council of the American Federation of Labor for consideration and for such action as the Executive Council may desire to take in furthering the purposes of the resolution.

#### RESOLUTIONS.

Education Committee Report of A. F. of L. Convention.

Proposing a National Labor College for Workers' Education

Resolution No. 14—By Delegate Harry W. Fox of the Wyoming State Federation of Labor:

WHEREAS, There is a need for the operation and maintenance of a National Labor College, or colleges, wherein men and women of the labor movement may be educated and afforded a training that will enable them to carry on Workers' Education in their own or other communities; and

WHEREAS, It is essential that such college or colleges shall conform in their teachings, concerning the labor movement, with the recognized code and practices as accepted and endorsed by the American Federation of Labor and its affiliated organizations, in order that uniformity may prevail; and

WHEREAS, Such college or colleges will only be possible when they are inspired, established, financed and conducted through the regular channels of the

labor movement and under the direct supervision of the President of the American Federation of Labor; and

WHEREAS, With the ever changing aspects of our economic life, with their problems of mass production, substitution of the machine for man power, with increased unemployment; the development of giant power, all bringing with them new problems, necessitating an intimate study of these as well as of more effective means for combating company unionism; and of better equipping our members for the active organizing work that is being demanded from us if we are to maintain even our comparative position and influence; therefore, be it

RESOLVED, By the delegates to the 48th Annual Convention of the American Federation of Labor, that we authorize our incoming Executive Council to give such consideration as is necessary to the above proposal, to devise ways and means for the establishment of such institution or institutions and, if necessary for the success of the movement that they be empowered to levy an additional one cent per member per month on the affiliated membership for such period as may be necessary to carry out the objects of this resolution, such levy not to be for a longer period than one year.

Referred to Executive Council.

Urging Trade Union Editors to Allot Space in Their Publications to Assist Educational Campaign of the Union Label Trades Department

Resolution No. 21—By Delegates F. P. Barry and M. J. Burns of the International Brotherhood of Paper Makers:

WHEREAS, The Union Label Trades Department of the A. F. of L. is using all the power and influence within its Department to extend and promote the use of Union Label goods amongst Union men and women, their friends and sympathizers; and

WHEREAS, Every available medium must be used to convey the value of this work to all trade unions and their friends; and

WHEREAS, A number of International Unions are not affiliated with the Trade Union Label Department of the A. F. of L.; therefore, be it

RESOLVED, That the forty-eighth annual convention of the A. F. of L. convening in New Orleans, La., November 19th, 1928, urge all Editors of Trade Union publications to assist in this work by allotting a page or more of each issue of said publications for Trade Union Label Education.

Adopted.

Urging Promotion of Educational Program Among Organized Workers

Resolution No. 37—By Delegate E. V. Aten of the Texas State Federation of Labor:

WHEREAS, It is apparent to every student familiar with the general industrial situation in America that the organized labor movement is becoming more and more in need of a general educational program along the lines reflected in what might properly be denominated a spirit of co-operation; and,

WHEREAS, Nearly every international union has many general representatives traveling in America dealing with the general craft movement, this work offering great opportunities for general educational work among the organized workers; therefore, be it

RESOLVED, That the delegate representing the Texas State Federation of Labor in the next annual convention of the American Federation of Labor be instructed to present a resolution in said convention urging the respective International Unions to call to the attention of their general representatives the apparent necessity of taking advantage of every opportunity presented to teach the doctrine of peace, friendship and co-operation among the various craft organizations making up the American labor movement within the American Federation of Labor.

Your Committee agrees with the spirit of Resolution No. 37 and states, in view of the actual accomplishments of the American Federation of Labor and international officers for peace, friendship and co-operation, action on resolution seems unnecessary.

Opposing use of public schools to spread propaganda of special interests, resolution No. 82. See page 13.

## THE EDUCATION BILL AGAIN

### *The New Education Bill*

1. Creates a Department of Education with a Secretary in the President's Cabinet.
2. Co-ordinates existing educational activities in the federal government.
3. Provides for needed educational research.
4. Creates an advisory council of State Superintendents of Education.
5. Authorizes an appropriation for department.

### *The New Educational Bill Does NOT*

1. Provide federal aid to the states for education.
2. Give to the Department the control of education within the states.
3. Interfere with the conduct of private and parochial schools.
4. Standardize education within the states.

## The Farmer and the Wage Worker

*Statement in part delivered by J. H. Walker, President Illinois State Federation of Labor, at the fourteenth annual convention of the Illinois Agricultural Association in the Armory, Danville, Illinois, January 31st, 1929.*

Mr. President, distinguished guests, ladies and gentlemen, members of the Illinois Agricultural Association:

I bring to you the greetings and good wishes of the Illinois State Federation of Labor, which has a membership of between two and three hundred thousand, and indirectly represents almost a million organized trade unionists in Illinois. They together with their families, make up about one-half of the population of our great commonwealth. They speak for the unorganized workers as well.

We have watched your growth with a keen and friendly interest and want to congratulate you on the great organization that you have built up of almost 70,000 men who, by their services, produce the food for all our people. Yours is the most important single industry there is in Illinois, and your organization has been said (by those competent to judge) to be the most representative of the men, women and children who depend for their livelihood, on tilling the soil, that there is in our country.

### POOR MARKETS—LOW PRICES

We have watched with grave concern, the serious difficulties under which you have labored, and in our humble way, have assisted you as best we could, to carry into effect the solutions for your problems. We have done this as citizens because we believed that you were working under disadvantages that you should not be required to labor under; because we believed that you were entitled as Americans, to better returns for the valuable services which you are rendering. We would have done that if there had been nothing else at issue but to see that you got simple justice, that you and your families were given the sort of consideration that you were entitled to.

### OUR INTERESTS ARE MUTUAL

However, in our judgment our own interests are involved in your welfare. When the farmers of our state and nation do not receive the returns for their labor that they should, they are then unable to buy the products of the industries in which our membership work. That means unemployment and

hardship for our members and their families, and when the wage earners in the modern industries, because of unemployment and low wages, are unable to purchase the farmers' products and other things that are necessary to enable them and their families to live up to the American standards of living, the business and professional men of our country are unable to find a market for their services at the prices which they should obtain for them. This means hardship and suffering for practically all of our people.

### PROSPERITY

When the farmers are getting good prices for their products, they can then buy the products of the modern industries which means reasonably steady employment for us, fair wages, and a reasonably good market for the services of the professional men and merchants of our state and nation—prosperity for all. We are convinced that if we are to have prosperity in our country continuously, the farmers must be able to find a market for their products at good prices.

Our interests are mutual. Neither of these great sections of our citizenship can be made to suffer without endangering and injuring the prosperity of all. When these two great sections of our citizenship are prosperous, all of the people will be prosperous; so we not only sympathize with you as citizens because of the unfair disadvantages from which you are suffering, and want to render any assistance we can to help to solve these problems in the right way, but as a matter of intelligent self-interest, we want to do so in order to be prosperous ourselves.

### OVER-PRODUCTION AND UNDER-CONSUMPTION MUST BE REMEDIED

One of the most important problems in this matter is that of our producing more than is necessary to supply normal market needs, or that can be bought by those who could and would consume them if they had the finances with which to buy them. Where this is done by the farmers, particularly where they are compelled to throw their products on the market all at one time, it results in lowering the prices below what they should receive for them. This puts them in a position where they are unable to buy their share of the products of the other industries. This condition disarranges the whole commercial and industrial situation to the injury of everyone. That

is also true where the modern industries produce more than is necessary to supply the normal market needs and to provide the necessary reserves. This condition can be remedied by raising the standards of living and the income of the people; so that they will be able to consume these products and have sufficient finances with which to purchase them, or the price of the commodities themselves must be reduced so that they can purchase them with their present incomes.

If the markets are overstocked beyond the point of consumption or beyond the point which the people can purchase, out of the incomes they now receive, prices fall, industrial stagnation takes place, idleness, unemployment and suffering obtain.

#### GOOD PRICES AND WAGES—REMEDY

Overproduction however, would be no burden if the farmers and workers in the modern industries received enough income in the way of prices for their crops and wages for the services they perform to enable them to lay by a reserve, so that while the industries were in idleness, they could continue to purchase whatever was necessary to supply their needs—until the markets were depleted and the industrial institutions resumed operation again.

#### SHORTER WORK-DAY AND WORK-WEEK NECESSARY

Either that must be done or production must be reduced by the shortening of the work-day and work-week, perhaps both of these things and others must be done to make the best solution of this problem.

I bring these matters to your attention because I think they are vitally important and must be dealt with in an intelligent, practical manner before our problems can be solved on a just and satisfactory basis.

#### CAMPAIGN FUNDS AND CANDIDATES

I was very much interested in the statement made this morning by Professor Black, the economist from Harvard University, in which he explained in detail how the tariff was made and the relationship between it and campaign contributions to the different political organizations and candidates.

There is little doubt about this statement being true. I was glad to hear that statement being made from that source. It ought to carry great weight. One of the things that we have not been quite so actively interested in as we should in the past, is the determination of who would make up the personnel of our law-making bodies, our judiciary and the executive officers in our government.

The thought occurred to me that in addition to

our being compelled indirectly to pay for these campaign contributions, which were being spent in the interest of candidates of those who met in the secret conferences and who were interested in the big corporations and financial institutions of our nation, that perhaps we would get better results if we made our own contributions directly, and spent them ourselves in the interest of candidates selected by the men and women whose only interest in our nation is to see that it is made the best place possible in which a man may work and rear a family.

#### THE VALUE OF CHARACTER, KNOWLEDGE, INTELLIGENCE

I was very much interested also in the statement of your Secretary-to-be for the coming year, when he analyzed the values which make for power and influence in organization, and I agree with him that the greatest asset that an organization can have is for the membership and officers to be intelligent, truthful, well-informed, capable, tactful and courageous—the highest type of Christian character. And I want to take advantage of this opportunity to say that during all the years of my association with your officers, those whom you have now and those who have preceded them, they have typified those things in as high a degree as have any men with whom I have come in contact.

#### OFFICERS FINEST TYPE OF CITIZENS

Sam Thompson, your former president, now the president of the American Farm Bureau Federation, has given his life honestly, sincerely, and unselfishly in an effort to better the condition of the men, women and children who depend on agriculture for a livelihood. He has always had a sympathetic interest in the welfare of the average man in our country in all walks of life. There is no finer type of American citizen.

Your present staff of officers have the same qualities. They are real statesmen of the highest order. President Smith, Treasurer Cowles, Watson, Everingham, Kirkpatrick, Barton, your executive committee. I am proud to have been associated with them.

#### SHOULD CO-OPERATE MORE CLOSELY

I hope the day is not far away when your organization and ours may sit in the same meeting and exchange programs with each other and explain what they mean, so that we may have the most complete understanding with each other and be able to be most helpful to one another. And then I wish it were possible that the employing, business and financial interests might sit in with us and exchange pro-

grams also. I know that you would want to give them every consideration they were entitled to, as would we. That is all that we would ask of them—and, were we all acting in the open, discussing our issues fully and frankly with each other, I am sure it would make for better things for all.

#### CHILDREN MUST BE GIVEN A GOOD EDUCATION

Perhaps the most important one thing that must be provided for in order to enable the average citizen of our state and nation to solve the many complex problems with which he now has to deal in everyday life, and to discharge his duties as a citizen on the high plane that modern developments have made necessary, is the raising of the level of education, real knowledge, which carries with it a higher standard of intelligence. If this is to be done on the widespread basis necessary to be effective it must be done through our public school system, and the most important single item in that respect is the common or grade school.

I would like very much if I had the time to go into the situation from the point of view as it obtains at the present time in our state, but I cannot help before leaving the floor, to point out to you the fact that it is the single room schools in our state that are most deficient in this respect. These are in the rural school districts. It is to your children that we are failing to give the basic education that our state constitution requires they should be given, and that the modern problems of life make it almost imperative that they should be given if they are to protect and promote their interests properly or discharge their duties as citizens creditably.

The next in the degree of deficiency are the schools in the districts where the children of the workers in the modern industries are. This must be remedied either through an increase in the amount of the state distributive school fund, or by some

other method. I think you will agree with me that there is no economy that we could practice that will be so expensive to us or so disastrous to the future of our nation, as the denying of these children the minimum basic essentials of a common school education. There is hardly any price that we should not be willing to pay that these children—our children, shall receive that education.

#### CO-OPERATIVE ACTIVITIES

The steady growth of your organization, the success of your many co-operative activities, livestock marketing, dairy marketing, fruit and vegetable, as well as grain marketing, and provision to your members of crop insurance, life insurance, gas and oil, limestone, phosphate, serum, etc., furnish an inspiration and encouragement not alone to your own members but to the workers' organization and the friends of humanity everywhere. I sincerely hope that you may continue along those lines until every farmer who is eligible to join your organization in Illinois, will be a member, until you will not only be able to buy all of the things that you use, which you do not raise on the farms yourselves, through your own consumers' co-operative institutions, but until you will be marketing substantially all of your products through co-operative organizations developed by you for that purpose, by which organizations you will be able reasonably to control their prices. When you even approximate this latter stage of your development, your major problems will have been solved.

#### TRADE UNIONISTS WANT TO HELP THE FARMERS

In closing, I just want to add that I believe I can speak for our whole movement in saying that if we can be of any service to you in building up your organization, or in helping to adjust your problems on a fairer and more satisfactory basis, that we shall gladly and whole-heartedly do so. I thank you.

## Power Trust Writer Confesses Sly Work

By LAURENCE TODD.

Leon C. Bradley, former publicity agent for the Alabama coal operators in their fight to smash the United Mine Workers in the strike of 1921, was a sorry spectacle when he testified, January 10, before the Federal Trade Commission. He was grilled by Chief Counsel Healy for the Commission, as to his service as director of the Alabama Public Utilities Information Bureau, from October, 1922, to

January, 1926. He spent \$46,000 for the power companies in that period, in a campaign to make the public afraid of government ownership of utilities.

Bradley wrote and circulated a "news bulletin" of 5,000 copies each week which emphasized the argument that widely distributed stock ownership in private corporations was the genuine "public

ownership." It was sent free to hundreds of state, county and city officials, to bankers, doctors, dentists, manufacturers' associations, service clubs, libraries and newspapers.

When he felt insecure in his job, Bradley wrote a letter, marked "Personal," to Thomas W. Martin, president of the Alabama Power Company, January 4, 1926, boasting that he was responsible for two editorials that had just appeared in the Birmingham News. He said:

"I have always suggested to newspaper men wherever possible to avoid mentioning my name or the name of the Bureau, as anyone who understands publicity or politics knows it is more effective if the article appears to emanate from the newspaper itself rather than from some utility source. It might interest you to know that there have been

more than 75 separate articles on the editorial page of the Montgomery Advertiser during the past 12 months regarding public utilities which were taken verbatim from our news Bulletin. The number in the weekly papers runs into the hundreds."

One of his jobs, Bradley testified, was to read all textbooks submitted by the approved schoolbook publishers to the Alabama school authorities—"to see that they took a reasonable attitude toward the utilities."

One of the exhibits secured from Bradley's files was a report by the Rocky Mountain Committee on Public Utility Information on its success in getting propaganda lectures delivered by utility spokesmen at the University of Colorado, Colorado Agricultural College, Colorado School of Mines, Denver University, Colorado College and Colorado Teachers' College.—*Machinists' Monthly Journal*.

## Third Biennial Conference of the World Federation Of Education Associations

### TENTATIVE PROGRAM

#### *Geneva, July 25—August 3, 1929*

*Thursday, July 25*

2:00 P. M.—Meeting of Board of Directors.

*Friday, July 26*

Evening—Registration and Billeting; Opening Session, Welcome Meeting.

*Saturday, July 27*

9:00-12:00 A. M.—Meeting of Departments, Groups and Committees (a) Parent-Teacher, Home and School, (b) Health Education, (c) Teachers' Associations and the International Aspect of School Administration, (d) Illiteracy, (e) Educational Handicrafts, (f) Preparation of Teachers for International Goodwill, (g) Behavior-Problem Child, (h) Rural Life and Rural Education.

5:00-6:00 P. M.—General Session; "Labor and Education."

Evening—General Session devoted to Visual Education.

*Sunday, July 28*

A. M.—(a) Services at St. Peter's Cathedral; (b) Services at Cathedral of Notre Dame.

*Monday, July 29*

9:00-12:00 A. M.—Meeting of Departments, Groups and Committees: (a) Pre-School and Kinder-

garten, (b) Elementary Schools, (c) Secondary Schools, (d) Colleges and Universities, (e) Adult Education.

5:00-6:00 P. M.—General Session: "The International Aspect of Education."

Evening—Open for social events.

*Tuesday, July 30*

9:00-12:00 A. M.—Meeting of Departments and Discussion Groups: (a) Teachers' Association and the International Aspect of School Administration, (b) International Co-operation and Goodwill, (c) Geography, (d) Rural Life and Rural Education, (e) Social Adjustment, (f) Handicapped Children, (g) Educational Handicrafts, (h) Health Education.

5:00-6:00 P. M.—General Session: "The Needs of the Rural Districts."

Evening—Open for social events.

*Wednesday, July 31*

9:00-12:00 A. M.—Meeting of Departments and Discussion Groups: (a) Illiteracy, (b) Behavior-Problem Child, (c) Secondary Schools, (d) Pre-School and Kindergarten, (e) Elementary Schools, (f) Colleges and Universities, (g) Preparation of Teachers for International Goodwill, (h) Parent-Teacher, Home and School.

5:00-6:00 P. M.—General Session: "Some Behavior Problems."

Evening—General Session devoted to messages from various countries.

*Thursday, August 1*

No meetings of the Federation to be held on this day on account of the National Feast, the occasion of high festival.

*Friday, August 2*

9:00-12:00 A. M.—Meeting of Departments and Discussion Groups: (a) Health Education, (b) Teachers' Associations and the International Aspect of School Administration, (c) Adult Education, (d) Geography, (e) Home and School in joint session with Pre-school and Kindergarten, (f) Social Adjustment, (g) Handicapped Children, (h) International Co-operation and Goodwill.

2:00-5:00 P. M.—Delegate Assembly.

5:00-6:00 P. M.—General Session: "Home and School."

Evening—Farewell Meeting.

*Saturday, August 3*

9:00-12:00 A. M.—Delegate Assembly.

P. M.—Devoted to meetings of Boards of Directors and Trustees.

### W. T. U. L. CONVENTION CALL

The National Women's Trade Union League of America calls its Members, Affiliated Leagues and National Committees, all Affiliated Trade Unions and State Federations, and all Affiliated Women's Auxiliaries to Trade Unions to send delegates to its Eleventh Convention (First Triennial) to be held in Washington, D. C., May 6 to 11, 1929.

"A Girl—her job—the relationship between them: this is the first concern of the National Women's Trade Union League of America."

The program of the Convention includes consideration of the League's major piece of work: Its educational campaign in the industrial South.

One day of the Convention will be given over to an organized discussion of the wage relationship between the girl and her job. Convention deliberations will cover other phases of the woman worker's "organizability"—her chances for education and the direction of public opinion toward an understanding of her workaday life; and industrial legislation which follows the dictate of that public opinion and brings up the laggards in industry.

### W. E. B. CONVENTION CALL

The Executive Committee of the Workers Education Bureau has sent out the call for the sixth National convention of the Workers Education Bureau of America. The place selected is Washington, D. C., and the time April 5, 6, and 7, 1929.

All national and international unions, state federations of labor, city central bodies, local unions, departments of workers' education, trade union colleges, study classes and other workers' educational enterprises are invited to participate.

The announcement states:

"We ask your active interest and participation in this Convention. The success of any democratic educational movement depends upon the enthusiasm, the vitality, and the active support of those to whom workers' education is a great adventure. It is well to remember that it is not the facilities that have made the workers' education movement, but the movement which has fashioned the facilities, and must continue to do so."

### CHICAGO STUDENTS CELEBRATE

CHICAGO, Ill. (W. E. B.).—At the conclusion of a ten weeks' course in public speaking and parliamentary law, the students of the Chicago Trade Union College held a celebration in the new home of the Chicago Trade Union League and presented their instructor, Mrs. Lieber, with an appropriate gift in recognition of her long and faithful service to the college and to the successive classes in public speaking.

Courses in industrial psychology, better English, parliamentary law and public speaking, industrial history and development of the trade union movement, good books, current events, art crafts, and a study of unemployment, will be given at the college during this semester, January 5.

For more than ten years the Chicago Trade Union College has been run under the auspices of the schools' committee of the Chicago Federation of Labor and the educational committee of the Women's Trade Union League of Chicago. This year, however, Superintendent Bogan of the Board of Education has without solicitation offered the cooperation of his department in helping to obtain the best possible faculty, and to bear part of the expenses of hiring instructors, such as the Board of Education would do in case of other public night schools.

## OHIO EDUCATIONAL CONFERENCE

April 4, 5, and 6 are the dates of the Ninth Annual Ohio State Educational Conference at Columbus. "Evaluating education" will be the keynote of this three-day meeting conducted by the College of Education at the Ohio State University. Each year the attendance materially increases. Last year's gain of 335 pushed the number who took part in the three general and 38 sectional meetings to more than 4,800. Since 1923 the attendance has doubled.

To extend the "conference" idea, allowing group interests to have even wider consideration, Friday and Saturday forenoons and Friday afternoon will be given over to sectional group meetings. General sessions will be held Thursday and Friday nights only. The customary Saturday morning general session will give way to sectional meetings.

Groups admitted to the Conference for the first time will be represented this year by sections concerned with adult education, higher education, and attendance supervisors, school nurses and visiting teachers. In addition to the three new groups mentioned, one or more sectional meetings will be given to problems of groups interested in biological science, city superintendents, clinical psychology, commercial education, county superintendents, educational and intelligence tests, elementary principals, elementary teachers, English, geography, high-school principals, history, home economics, industrial and vocational education, journalism, junior high-school principals, kindergarten and primary teachers, Latin, mathematics, modern language, music, non-biological science, parent-teacher association, physical education, religious education, school business officials, school librarians, special education, teacher training, and village and consolidated school superintendents.

## LINCOLN ON CAPITAL, LABOR

(Continued From Page 5)

I take it that it is the best for all to leave each man free to acquire property as fast as he can. Some will get wealthy. I don't believe in a law to prevent a man from getting rich; it would do more harm than good. So while we do not propose any war upon capital, we do wish to allow the humblest man an equal chance to get rich with everybody else. When one starts poor, as most do in the race of life, free society is such that he knows he can better his conditions,—he knows that there is no fixed condition of labor for his whole life. I am not ashamed to confess that twenty-five years ago I was a hired laborer, mauling rails, at work on a flatboat—just what might happen to any poor man's son."

Peace in industrial relations is a most commendable and desirable objective. All should strive to reduce industrial conflict to a minimum and to promote co-operation and understanding between employers and employees. We should exert every effort at our command to establish means and methods mutually acceptable through which employers and employees may find means of approach and settle differences which may arise, without resort to force and strikes. But in all our efforts toward the promotion of peace and cooperation we must avoid compulsion and the denial of the exercise of all rights guaranteed employer and employee. Labor must be free to determine its course of action. The right to strike must be preserved but the exercise of that right should be resorted to only under the most extreme and aggravating circumstances.

Evidently Lincoln grasped the economic fallacy upon which the institution of human slavery was based. His attitude toward the inhuman practice of slave-ownership was prophetic. While the employment of slaves might conform to the old economic theory of cheap labor and low production cost, it could not conform to the new modern commodity consumption theory which is essential to national prosperity. Slaves might be commodity producers but they were not commodity consumers. They lacked purchasing power, consequently there could be no balance between their producing and consuming power. If slavery were to be extended so that importance would be attached only to the development of productive powers it would not be possible to enlarge the nation's home consuming market nor would it be possible for free labor, from the competitive standpoint, to maintain a standard of living commensurate with the requirements of American citizenship.

Modern day acceptance of the theory of high wages and a high producing power clearly disproves the economic fallacy underlying the institution of human slavery. Abraham Lincoln was right in his opposition to slavery from an economic point of view as well as from a humane and moral point of view.

The great memorial statue of Abraham Lincoln sits resting in the shrine of white marble. Its gleaming reflection is mirrored in the quiet pool which lies before it. A soft moon sheds its light upon the peaceful scene and calmly, majestically the glorious likeness of the Great Emancipator looks out into the silent night. May his spirit and his wisdom continue to be our inspiration and our guide.

## Civil Liberties

Despite fewer lynchings and less mob violence last year than any year since the war, free speech prosecutions and police break-up of meeting were more numerous in 1928 than any year since 1922, according to figures given out by the American Civil Liberties Union. Free speech prosecutions were over ten times as many as the year before, 524 against 46 in 1927. Police banned or broke up 52 meetings in comparison with 14 for the previous year.

This marked increase in attacks on civil rights by the authorities, according to the Union, was aimed principally at the Workers Party and its allied activities against imperialism and for left-wing trade union organization. Of the 48 instances of banned meetings, 23 were campaign meetings of the Workers Party.

The 524 prosecutions reported do not include hundreds of cases in the coal and textile strikes during the year. These cases would bring the total well up into the thousands, according to the Union. "In the New Bedford and Fall River textile strikes alone," the report states, "there were close to 700 arrests of pickets and strikers on a variety of charges most of which involved their rights to meet and picket. At Kenosha, Wisconsin, where the hosiery workers have been on strike for months, about 500 union members were arrested for violations of a federal anti-picketing injunction. The Colorado miners' strike which ended in February and the miners' strike in Western Pennsylvania, Ohio and West Virginia were marked by hundreds of civil liberty prosecutions."

"On the whole," says the Union, "1928 brought the heaviest record of arrests on civil liberty issues of any year since the big campaigns against radicals just after the war. And this despite the fact that there were few deportation cases and just a few prosecutions under the sedition and criminal syndicalism laws with those only in Pennsylvania and Kansas. There were no federal or state drives on 'reds.' The prosecutions were almost wholly local, on such charges as disorderly conduct, disturbing the peace or parading without permits.

"Most of the sentences imposed were short. Only a dozen were for a year or more and each such case was appealed. At the close of the year, there were no political prisoners in state or federal prisons for the first time since the war. And yet the police

persecution of radicals and militant trade unionists reached the highest figures in years."

The Union characterizes the State of Pennsylvania as the worst for wholesale violations of civil rights. Boston is cited as unique in its sweeping censorship of meetings, books and plays.

Among the many cases still in the courts involving significant issues, the Union cites as most important the following:

(1) The denial of citizenship to Madame Rosika Schwimmer because of her pacifist views. This is at present the only civil liberty case before the U. S. Supreme Court. (2) The attempt to revoke in the federal courts at Pittsburgh the citizenship of John Tapolczyani on the grounds that he is a Communist. (3) The fight against a compulsory Bible reading law in the South Dakota Supreme Court.

The Union announces that the chief civil liberty issues for 1929 are:

(1) The fight to clean up the regime of the coal and iron police and state troopers in Pennsylvania through legislative measures to limit their powers and continued court action for damages against individual officers. (2) The campaign for restoration of citizenship rights to 1500 victims of the wartime Espionage Act. (3) The testing of the constitutionality of all anti-evolution laws by a test case in Arkansas where the most recent anti-evolution legislation was enacted last November. (4) The campaign through the National Mooney-Billings Committee for the release of Tom Mooney and Warren K. Billings from California prisons where they are now serving life sentences for alleged participation in bombing the San Francisco Preparedness parade of July 22, 1916. (5) The campaign for release of seven members of the I. W. W., under life sentences for deaths resulting when members of the American Legion raided their hall in Centralia, Wash., Nov. 11, 1919.

The Civil Liberties Union in its review of the present situation announces three new issues as "challenging the friends of civil liberty." (1) The increasing power of courts to issue injunctions in times of industrial conflict. (2) The rigid censorship of books and plays and the recent attempt to censor talking movies. (3) The issues involved in the tendency noticeable throughout the nation to break down rights guaranteed defendants in criminal trials along with growing severity of sentences and the increased brutality of third degree methods.

## EDUCATION AND DELINQUENCY TO BE DISCUSSED

The possibility of the school as an instrument for the prevention of delinquency will be discussed before the National Conference of Social Work at its fifty-sixth annual meeting in San Francisco, June 26 to July 3, under the leadership of Porter R. Lee, director of the New York School of Social Work, the president.

Mental hygiene in the schools, adult education, parental education, the schools and the juvenile court are some of the topics already announced which will be of interest to those in the educational field.

Dr. George Kirchwey, of New York, former warden of Sing Sing, is chairman of the division on delinquency in which studies of the juvenile court, the probation system, the relations of schools to the delinquent child and education and medical service in the prison will be discussed. Material based on the Boston survey of criminal justice, in which the results of the present criminal system are being studied, will be included.

The program for the Conference and the thirty-two kindred groups meeting at the same time will be particularly colorful this year since emphasis is to be placed on the latest developments in social work in the states where the Mexican, Chinese, Japanese and Indian groups form distinctive social problems.

Some topics already announced are: the new unemployment, the social effects of the present naturalization policy, labor unions and social work, race improvement, mental hygiene in the schools, the church and family life, social problems of migratory workers, and the fundamental values of the moving picture.

## THE CHILD LABOR SITUATION

Under this title, the Department of Research and Education of the Federal Council of Churches has issued a Child Labor Number of *Information Service*, their weekly bulletin. This monograph discusses the extent of child labor, child labor and illiteracy, accidents to minors, the minimum standards of the National Child Labor Committee, various aspects of the child labor program of the National Association of Manufacturers, and the status of federal regulation. Copies can be secured from the National Child Labor Committee.

## A CORRESPONDENT WRITES US:

"Things continue to pop but a more ancient egg than the attached you will hardly find." The attached clipping from "School" (N. Y.) "Devoted to the Public Schools and Educational interests," reads:

"Dr. William McAndrew, former Superintendent of Schools in Chicago while in the city recently visited Washington Irving High School, where from 1903 to 1914 he conducted his successful experiment in the socialization of education.

"Mr. and Mrs. McAndrew are on their way to Greece where he intends to *investigate Socrates' methods of education*.

Here's another one: A publisher announces a new book.—*The Art of Thinking*, by Nicholas Murray Butler.

## ORGANIZED LABOR WAS PIONEER PROMOTER OF THE FREE PUBLIC SCHOOLS

"Organized labor can withstand the severest judgment at the bar of history, at the bar of economics and at the bar of ethics," said former Senator Thomas P. Gore of Oklahoma in an address to the A. F. of L. convention. "The American free school is largely due to the education and agitation carried on by organized labor in the early part of our national life," he said. "You deserve more credit for this achievement than you have actually claimed or enjoyed. That alone justifies your history and your existence."

"Your efforts are not concluded. Organized labor will never be obligated to weep, like Alexander of old, for other worlds to conquer. Your past efforts may possibly loom large upon the background of history, but there are always changing forces in our social and industrial organization which require intelligent thought and intelligent guidance. And in this department of our national life American labor will find much if not most of its field of endeavor in the years—I will say in the centuries—to come, because labor is a century plant. It is not destined to die. It is destined to continue its beneficent services as exigencies, as the changing circumstances of our national life may require."

Among the resolutions adopted by the All-India Federation of Teachers' Associations at its annual conference is one that requests free public gymnasiums be started and maintained by Indian municipalities.

## BOOKS

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

—Emily Dickinson.

### TWO NEW BOOKS ON CIVIL LIBERTIES

Two books important to friends of civil liberty are now on sale through the Civil Liberties Union. *Don't Tread on Me!* written by Clement Wood and McAlister Coleman in collaboration with the Union's general counsel, Arthur Garfield Hays, is a study of aggressive legal tactics for labor and individuals whose civil rights have been violated. It covers the methods of fighting injunctions, restrictions on strikers, the boycott, illegal arrests and "yellow-dog" contracts. In addition to legal tactics it offers excellent suggestions for handling publicity.

*Liberty Under the Soviets*, by Roger N. Baldwin, a director of the Union, covers all aspects of liberty and repression in Soviet Russia. His book is a cross section of Russian life, fairly though sympathetically written. Both books are published by the Vanguard Press and each sells for 54 cents a copy postpaid. Orders addressed to the American Civil Liberties Union, 100 Fifth Avenue, New York City, will be filled promptly.

Dr. Garry Cleveland Myers, Head of the Division of Parental Education, Cleveland College, Western Reserve University; formerly Head of the Department of Psychology, Cleveland School of Education, has become Editor of *Babyhood*, a magazine for parents of little children.

Friday morning, February 1st, 10:20 Eastern Standard time, Dr. Myers began a series of sixteen radio talks over WLW, Cincinnati, on Home Education of pre-school children. He will talk each Friday morning at 10:20 Eastern Standard time.

"Problem Parents" is the title of a series of thirteen articles Dr. Myers has been writing for *The Child Welfare Magazine*, the official organ of the National Congress of Parents and Teachers. At the request of the U. S. Commissioner of Education Dr. Myers wrote a series of eleven letters to parents under the general title "Helping Our Children Succeed in School." These letters are free to all parents whose names and addresses are sent to the U. S. Bureau of Education, Washington, D. C.

*The Public School Journal of California* of which Franklin E. Perham, Menlo Junior College, and E. J. Dupuy, Head of French Department, Girls' High School, San Francisco, are the editors, is published weekly by the Pacific Coast Teachers Publishing Co., 995 Market Street, San Francisco.

The announced editorial policy reads:

"Our appeal is to all who believe in a free, progressive, untrammelled and efficient system of public education.

"*The Public School Journal of California* pledges its support to the following programme:

"1. To defend our public schools from encroachment in the shape of any and all political interference or domination, and against exploitation by any financial or other group.

"2. To defend the classroom teachers of California against any attempts to decrease their salaries or to lower their standard of living, and against any attempts to impose upon them an unreasonable and unjustifiable teacher load.

"3. To defend the rights of all teachers against all attempts which may be made to interfere with their rights as free American citizens.

"4. To defend the teachers of California against unfair, unwise or unjust legislation, whether municipal, State or Federal.

"5. To throw its columns open to all, teachers and laymen, for a full and frank discussion on all the matters pertaining to the public schools of California.

"6. To engage actively in supporting any movement intended to develop the value and importance of the Public School system, and to act as a clearing house for all expressions of advice, for news relating to school finances, budgets, equipment, and all other matters of interest to school officials.

"7. To act as a publication of information for the laymen, parents, taxpayers and all civic organizations."

The price is one dollar for forty issues or ten cents per copy.

Geography long ago emerged from the Q. and A. era. (Q. What are the rivers of France? A. The rivers of France are . . . ) says J. Russell Smith, professor of economic geography at Columbia in a booklet, *Geography and Our Need Of It*, recently published by the American Library Association.

Even so, Dr. Smith declares, educators generally haven't recognized the possibilities of geography. "It is the only subject in the elementary school curriculum that can be used as a core around which to build

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a unified course of study." History, economics, business, culture, citizenship, commerce, politics and literature all may be taught from the geographical viewpoint and dull facts may be turned into glowing events.

Dr. Smith briefly discusses geography from all its various aspects. "The inorganic side—physiography," "organic side—plant and animal geography," "human geography," "political geography," "geography in American schools," and "geography in books" are some of the paragraph headings. At the conclusion of the discussion he recommends six books for further reading.

*Geography and our need of it* is one of the courses in the Reading with a Purpose series, which may be obtained at most libraries or by sending 35 cents in stamps to the American Library Association, 86 East Randolph Street, Chicago.

### STRIKES.

Where do strikes arise? Under what circumstances do they succeed or fail? How do strikes affect union organization and structure? Do they change the working relations and public opinion? Is the so-called general strike a myth? Is there any likelihood that strikes will cease?

These and many other vital topics are discussed in *The Strike*, by E. T. Hiller. The theory underlying the control of strikers and the public, the development of new stratagems and customs of the trade are described in an original and scientific way. The book is pointed and readable. It is an unbiased attempt to understand the nature of strikes. In its treatment of the psychological significance of trade disputes the study is entirely new. Its wide scope and minute analysis will be valuable to all dealing with the practical aspects of the subject. At your bookstore \$2.50 or \$2.60 postpaid from The University of Chicago Press, 5750 Ellis Ave., Chicago.

The current issue of *Child Study*, a magazine issued by the Child Study Association of America, carries the title "The Child in the Modern World," Does Today's Child Find It a Liability or an Asset?

According to the editors, his environment is an asset if the child finds guidance in establishing a sound sense of values—intelligent freedom and security at home—suitable responsibilities—confidence in parental integrity in thought and action—space and equipment for work-play-rest—creative attitude toward leisure—scientific curiosity—preventive supervision: physical and psychological.

His environment is a liability if the child finds no basis for a sound sense of values—lack of a sense of security and guidance in the home—hurried family—careless adult standards of behavior—overstimulation—dependence on artificial amusement—swift-changing styles—emotional high speed.

"The tremendous forces which invention and discovery have liberated in this new day are in themselves neither asset nor liability. The question is simply whether the child shall master these new forces or be mastered by them. Parents can help in the child's adjustment, but not in this new world without first finding themselves, without orientating their own lives in relation to the forces which confront their children."

The magazine contains an article on "Childhood Prejudices" by Bruno Lasker, in which he speaks of children's likes and dislikes, handed on from generation to generation as being stronger than tolerance and democracy as conscious ideals.

Miss Caroline Pratt makes a contribution about "Children in Their Neighborhoods."

Three child specialists of wide experience contribute, in interviews, their points of view regarding the care of young babies. They agree that the standards of care and accomplishment must be interpreted for each child as an individual.

Mrs. Sidonie M. Gruenberg, Director of the Child Study Association, has an interesting article on "Parents as Interpreters in a Changing World." Mrs. Gruenberg says: "Society as a whole shapes the standards by which it lives, but to parents belongs the responsibility of selecting and evaluating them. Where does youth find guidance among the rapidly shifting standards of today? Incredible as the cynic may think it, the answer to that question is still—from his parents. By what they don't do and say as much as by what they do, parents influence the objectives of their children's lives—and so of the changing world."

In summing up, Mrs. Gruenberg says, "The home must be a place where the child becomes aware of striving toward ideal ends, of discriminations in regard to values, of efforts to raise standards. At the same time, the home must also be the place where the child never suffers the full weight of his mistakes and blunders, as he often does outside, since it is here that affection and understanding help him to convert his errors into lessons, and that his devia-

tions from the standards are accepted as steps in his growth.

"Parents must be increasingly conscious of the need for technical help in applying the resources of modern science to advance their own personal integration. We must realize that personalities are not completed on attaining the suffrage, or on becoming married, or on becoming parents. We must accept the need of learning and assimilating and unifying our experiences as a continuous and as a permanent part of life. Too many seemingly adult individuals have literally and fatally completed their education early in life. More even than others, parents must affirm beyond the possibility of argument their conscious acceptance of the need for continued growth."

#### IRISH NATIONAL TEACHERS' ORGANIZATION

Head Office  
9 Gardiner's Place  
Dublin, C.14

December 5, 1928.

Mrs. Florence Curtis Hanson,  
Secretary-Treasurer,  
American Federation of Teachers,  
327 South La Salle Street,  
Chicago, Ill.

My Dear Colleague:

In my letter to you last June I indicated that our Organization would be glad that American Teachers who may be going to the World Conference at Geneva in 1929 should make arrangements to visit Ireland on their outward or homeward journey.

I am now directed by my Executive to issue a cordial invitation to any American teachers, who may be going to Europe next year to visit Ireland on their homeward journey from the Geneva Conference. We in the "Green Isle" have many attractions to offer which we believe will well repay any extra trouble which such a visit might involve.

I have no doubt that those who wish to come to Ireland could arrange through any of the tourist agencies to embark at Queenstown or Belfast for New York, Boston, Quebec, or any of the Transatlantic ports.

I would be glad if any of your members who may propose to come to Ireland would notify me of their intention, either through you or direct to above address, so that we may have an opportunity of knowing how many are likely to come, as we propose to

offer them an organized welcome, and to do what we can to make them feel at home during the period of their visit.

Perhaps you would be so kind as to bring this matter to the notice of your members, as we should like to know if possible by the time our Annual Convention is being held at Easter, how many American Teachers we may expect to come to Ireland next summer.

On behalf of my Organization I send you most cordial greetings for Christmas and the New Year.

Fraternally yours,

THOMAS J. CONNELL,

#### Yes, There's a Difference.

**QUESTION:** Why Does Membership in the Teachers Union cost more than one dollar a year?

**THE ANSWER:**

First of all, it is necessary to realize that the usual local organization of teachers does not undertake to do more for its members than a dollar's worth of work a year.

Few dollar organizations have a definite place of abode; few, if any, pay salaries to persons who give whole time, continuous service; and few undertake a comprehensive program of work designed to cover a period of years, with the attainment of important educational objectives in view.

The Union is a professional organization conducted according to sound business principles and procedure. From the first year of its existence, 1916, the Union has had official headquarters. At the present time, 1929, four persons give their entire time to Union and Auxiliary work, and others a part of their time regularly.

Being conducted as a business and professional enterprise, the Union strives to secure results beneficial to teachers and to education. The Union regularly and habitually undertakes more things and carries them further than is customary with the dollar organizations. This is possible because the Union acts on the principle that the conditions surrounding the work of teaching develop serious problems which can be solved only by the collective effort of those who strive to set up craft and social standards in behalf of their profession.

Obviously, it would be quite impossible for the dollar organizations to undertake the solution of such problems, or to do much to ameliorate the conditions under which teachers work.

(Prepared and circulated by New York Local 5.)

## Local News

### CHICAGO PUBLIC SCHOOLS AND THE VOICE OF LABOR

A recent development in labor activities in Chicago is the Junior Federation of Labor of *Station WCFL*, the "Voice of Labor and the Farmer." This club was organized rather informally and certainly quite spontaneously at the suggestion of Mr. Franklin C. E. Lundquist, business manager of *Station WCFL*. It was started on Monday, November 12, with a brief program which had no previous announcement. "Now, we are going to have something special for the children," said the announcer, "and we are going to start a new club. All children are invited to join. Just telephone your name and address or write a letter to *Station WCFL* and tell us what kind of program you like best and you will be enrolled as a member."

So immediate and enthusiastic was the response by telephone and by letter that it was apparent that the idea was a popular one. At first the programs were informal and suggestions were sought from the club members and their parents. Later, the idea was presented to Superintendent William J. Bogan who was impressed with its possibilities and who gave it his indorsement. To further the movement, a committee was named, consisting of Mr. James A. Meade, president of the Federation of Men Teachers, Mrs. Lucie H. Schacht, president of the Federation of Women High School Teachers and Miss Agnes B. Clohesy, president of the Elementary Teachers Union, who is chairman of the committee and program adviser. The programs are in active charge of Mr. Harold O'Halloran, announcer, and Mr. Burt Squire, musical director of *Station WCFL*.

The Junior Federation of Labor is on the air every day, except Sunday, from four-fifteen to five o'clock in the afternoon. Through the co-operation of Superintendent Bogan and principals and teachers, children from many Chicago schools have visited the studios and have put on programs. Vocal music by classrooms, glee clubs, choral clubs, and soloists, dramatic programs, debates, civic and patriotic numbers, talks by educators, civic leaders, social service experts, students, children's stories by students of the Kindergarten department of the Chicago Normal College provide variety for the Junior Club Hour. One high school gave a delightful performance of *Bobemian Girl*. A fifth and sixth grade group produced an entire operetta, *Under the Sea*. The Junior League of Chicago put on Robert Louis Stevenson's *Treasure Island*. A program entitled *A Day in the Junior High School*, will show the activities of the junior high school in Chicago.

Since the joint radio committee of the three Chicago teachers' unions has been formed, more than

six hundred children have visited the studios and have broadcast programs. This does not take into account children who come to the station informally on Saturday afternoon which has been reserved for that purpose, or on other occasions, and it does not take account of the four hundred children who attended the Christmas party at the studios, which was also attended by Superintendent Bogan and his daughter, Catherine.

The Junior Federation Hour is accomplishing three things. It is furnishing suitable entertainment for children in their homes. It is acquainting parents and public with the varied activities of Chicago public schools. It is establishing friendly contact between children, their parents and labor and is promoting present and future goodwill between labor and the public.

Tune in on *Station WCFL*, the Voice of Labor and the Farmer, operating on a wave length of 309.1 meters (970 kilocycles) by authority of the Federal Radio Commission.

AGNES B. CLOHESY, President.

*Elementary Teachers Union of Chicago.*

### CHICAGO, LOCALS 2, 3, AND 199

The "catechism," a four-page leaflet, entitled *Twenty Questions Answered*, the joint production of Locals 2, 3, and 199, has been printed and sent out during the past month to the building representatives in the elementary, junior and senior high schools, and continuation schools. In the *Twenty Questions Answered* are to be found replies to the following queries:

What obligations do I assume by joining one of these unions?

Can members of these organizations be called out on strike?

What are the present objectives of these three organizations?

What are the accomplishments of the Chicago Teachers' Unions for the public schools of our city?

What is the American Federation of Teachers?

What benefits accrue to teachers from affiliating with Labor?

What part have these three groups of union teachers taken in the community life of Chicago and the nation?

Are teachers the only professional group which has found labor affiliation valuable?

The letter accompanying the leaflets to the building representatives stated that the leaflets are "to be used to help meet the problems of the membership campaign in your school."

Mr. James Meade, President of Local No. 2, has been busy at Springfield where he went at the request of the Board of Education to assist in the introduction and passage of an amendment to the present Compulsory Education Law. The amend-

ment does not attempt to raise standards but will make it possible to enforce the present law more effectively.

At the regular meeting for February the Executive Board of Local No. 3 voted to buy sixty copies of the *Report of the Proceedings of the Twelfth Annual Convention of the American Federation of Teachers*. It further authorized that one copy be sent to each of the junior and senior high schools in the city, to be placed in the school library with the compliments of the Local.

Dr. John Dewey was the guest of the Chicago Unions on Sunday, February 24.

FLORENCE E. CLARK.

LETTER FROM THE TEACHERS UNION LOCAL 5  
NEW YORK CITY

Mr. George J. Ryan, President,  
Board of Education,  
Dear Sir:

The Teachers Union desires to present its objections to the establishment of a Junior Reserve Officers' Training Corps Unit at the Jamaica High School.

The Union believes that your decision in this case should be made on the basis of educational principles and of sound public policy. If it is wise for the Jamaica High School to have a Reserve Officers' Training Corps unit, then every New York City high school where boys are students should likewise have a unit. And if a unit is good for boys, an effort should be made to provide some activity for girls that would be equally suitable for them.

We have been given to understand that the view is entertained that the Reserve Officers' Training Corps is educational because it aids materially in physical training. The Teachers Union has already called to the attention of the Board of Superintendents the point that this claim should be examined very carefully. First, is the purpose of the War Department in promoting the Reserve Officers' Training Corps to help the work of the schools in improving the teaching of physical training? What is the standing of the War Department as an educational agency? Do authorities in physical education recognize the War Department as having an educational function? And especially, do these authorities agree to the claim that the activities of the Reserve Officers' Training Corps constitute physical training? We believe that the Board of Superintendents should take the time to make these inquiries. Until an attempt has been made to answer these questions we think your board should postpone action in this matter.

It appears to us that the purposes of the Reserve Officers' Training Corps are exactly what would be expected of a program emanating from the War Department; that is, they have to do with a military situation, with preparedness or with meeting a serious national emergency in which there is a menace from

some other world power. There is no claim, we believe, that a national emergency really exists. We take it for granted, therefore, that the purpose is to promote a campaign of preparedness. In order to make preparedness effective, there must be military instruction and drill. But we find in the New York State Education Law, section No. 713, the following:

No. 713. *Military drill excluded.* Nothing herein contained shall be construed to authorize military instruction or drill in the public schools during school hours.

We understand, however, that it is proposed to conduct the Reserve Officers' Training Corps unit after school hours. But why should this be done if physical training is the object of the Reserve Officers' Training Corps? Physical training is authorized under the law, and no one desires to eliminate it. If there are strong grounds for believing that the purpose of the Reserve Officers' Training Corps is to carry on military training, why should our Department of Education oppose the spirit of the State law by contracting with the War Department to conduct military training at any time? We believe that no Reserve Officers' Training Corps unit can exist in the State of New York except in defiance of the spirit of the law as expressed in Section 713. Furthermore, in spite of the fact that the military drill comes after school hours, credits are given to the members of a unit and the numerous details of business connected with the conduct of the unit will inevitably crowd over into school time. The claim that the work of the unit will be carried on after school hours will thus become a pretense to which the Department of Education of the City of New York should not be a party.

The Teachers Union is surprised to discover that our Board of Superintendents in recommending the establishment of this Reserve Officers' Training Corps unit does not appear to have given serious consideration to the belief held by many well-informed educators that the teaching of military instruction works in direct opposition to the state of mind favorable to the teaching of the schools. We suggest that your Board ascertain whether the Board of Superintendents has examined the Junior Reserve Officers' Training Corps Manual used as a text for military instruction in the Reserve Officers' Training Corps units. This manual holds that the main object of military drill is *obedience*; obedience to orders, whether the orders are right or wrong. We submit that such an objective brought into the training of young boys, especially when backed by the authority of a department of the national government, will confuse, if not defeat, the normal and tolerant procedure of enlightened education. We were amazed that our educational system should consider a proposition that is fraught with so great a menace to the constructive work in which the 32,000 teachers of the City of New York are engaged.

In the interest of the further improvement of the

work of our fellow teachers, and in behalf of enlightened and free education in this city, we of the Teachers Union urge that the application of the Principal of the Jamaica High School for the establishment of a Junior Reserve Officers' Training Corps unit be denied.

Very truly yours,

HENRY R. LINVILLE,  
President.

Approved by the Executive Board of The Teachers Union January 19, 1929.

#### WASHINGTON, D. C., LOCAL 8

Here is, in part, what the Washington Teachers Union has been doing this year:

1. It has published a bulletin containing definite information about the United States Employees' Compensation Act and the benefits procurable to teachers under this act.
2. It is publishing a bulletin containing definite information about Pension Options.
3. It is publishing a bulletin about the use of the Probability Curve in the rating of teachers.
4. It is making a thorough study of the maintenance of efficiency in Group B. As a part of this study a series of questions relative to these problems was submitted to the Superintendent of Schools.
5. It consults a competent attorney when problems of a legal nature affecting teachers arise. Already this year seventy-five dollars from our dues have been paid on our account with this attorney.
6. It recently sent a special committee to talk over school and teacher problems with a member of the Board of Education.
7. It is co-operating with the Board of Education in efforts to secure the defeat of the amendment to limit the number of Washington Normal School graduates to be appointed to places in the Washington Public Schools.
8. Its Executive Board entertained at an informal dinner the members of the Executive Council of the American Federation of Teachers, our national organization, when it met here in January.
9. It has an active membership Committee which sends out frequent bulletins on the Union's activities.
10. It has secured 36 new members since October first.
11. It maintains an office at the International Building, 1319 F Street, N. W.

ELIZABETH DRAPER.

#### SACRAMENTO, LOCAL 31

Postponing the birthday banquet of the Sacramento Federation may have lessened somewhat the number, but it in no wise affected the interest and pleasure of those who attended. About ninety people, including teachers from the junior college, main high school, and elementary schools, with their guests, gathered at the Elks' Hall Friday evening,

February first, at half past six to celebrate the tenth anniversary of the founding of the organization.

Naturally the occasion gave the keynote to the program, which began with a roll call of the charter members present. J. N. Gardner, president, introduced S. G. McLean, first president of the federation and guest of honor at the banquet, who told of the stormy scenes amid which the federation had its beginning; Miss Mary Cravens traced the accomplishment of the federation in its ten years of activity; and Dr. Stanley Rypins gave the main address of the evening. J. Dupuy, representing the San Francisco chapter, brought greetings and congratulations from that body. Mrs. Madge Roach and E. L. Plaskett, both of the high school faculty, furnished the musical entertainment of the evening, with vocal and cornet solos respectively.

Out of town guests were Dr. Stanley Rypins of San Francisco, S. G. McLean of Oakland, and E. J. Deputy of San Francisco. Other invited guests included President R. L. Ennis and Secretary L. R. Marsh of Sacramento Federated Trades Council.

Altogether the evening was one of delight and profit. The full program appears below:

#### PROGRAM

1. The Who of the Federation-----  
-----Charter Members  
-----S. G. McLean
3. Group of Songs-----Mrs. Madge Roach  
(a) Song at Sunset—Spross  
(b) Coming Home—Willoughby
4. The What of the Federation-----  
-----Miss Mary Cravens
5. Clarinet Solos-----E. L. Plaskett  
(a) Shadow Song and Dance from  
"Dinorah"—Meyerbeer  
(b) Norwegian Dance—Grieg
6. Address-----Dr. Stanley Rypins  
Can Ethics Be Professional?  
MARGARET MOORE,  
Chairman Press Committee.

#### MEMPHIS, LOCAL 52

The Memphis Teachers Association is still on the upgrade, increasing its membership right along. It now has over eight fold the number of two years ago and is rapidly approaching the 100 per cent limit. The president, officers and committees are fully justified in "pointing with pride" to the record both in growth and program.

Health and accident group insurance has been successfully established. Not satisfied to rest on the laurels of the appreciable salary increase secured through its efforts, the Association is devoting its attention this legislative year to state tenure and a sound pension law. If all the teachers of Tennessee would show the same intelligent understanding of and interest in effective organization, a favorable result would be assured.

## MINNEAPOLIS, LOCAL 59

The Minneapolis Federation of Teachers has written a letter to President Green of the American Federation of Labor, protesting against the "discourteous treatment by the New Orleans convention of the name of Professor John Dewey—a discourtesy unrebuked by the chairman."

"To the teachers of this nation," the letter declares, "John Dewey stands as our premier educator and scholar. He has done more for academic freedom than any man living."

## PORTLAND, ORE., LOCAL 111

The newly elected officers of the Portland Teachers Union are president, May Darling, head of the history department of Washington High and vice president, Mr. Howard. Mrs. Newlin continues as secretary, Miss Laura Northup as treasurer and Mr. E. E. Schwarzauber as organizer. A good year for the Union is anticipated under the leadership of Miss Darling who combines enthusiasm, fearlessness, diplomacy and progressive views in proper proportion to bring success to her undertakings.

The retiring president, Miss Reid, continues on the executive council, and Miss McCormack and Mr. Howard are the delegates to the Central Labor Council. Miss McCormack is reading clerk of that body.

Work in organization continues and support of the National's organization program may be counted on.

The Union is much interested in the success of the Portland Labor College and several members are teachers again this year.

HILMA ANDERSON.

## MANUMIT, LOCAL 191

Manumit Local is happy in the return of a former valued member, Sarah N. Cleghorn.

Nellie M. Seeds, Director of Manumit Schools, will be in St. Louis at the Progressive Education meetings.

GEORGE H. HAMILTON.

## PROVIDENCE, R. I. LOCAL 197

The officers of the Providence Teachers Council for this year are: President, Richard E. Bailey; vice-president, Harlan B. Peabody; secretary, Walter H. Hibbard; and treasurer, Ethel C. Jameson.

Its Objectives are:

1. To secure adequate support for the public schools.
2. To establish a more intimate contact and effective co-operation between the schools and the community.
3. To promote policies of professional progress and pupil welfare.

A new school board, or school committee as termed in Providence, with progressive members has been elected and the superintendent, Isaac O. Winslow, who has held this office for fifteen years, will be retired as superintendent emeritus as soon as his successor is chosen.

WALTER H. HIBBARD.

## GRAND FORKS, N. D. LOCAL 205

The Grand Forks Teachers Federation entertained Miss Florence Rood, vice president, A. F. of T., at the February meeting.

The organization is making good progress in membership and with its program.

Mr. G. D. Hargrave has returned to his work and Federation activities, restored to health, a matter of great rejoicing to his friends and fellow members.

FLORENCE FJEDSTAD.

Mr. James A. Jacobs, president of the New South Wales Federation, died November 26.

Forget not that the man who cannot enjoy his own natural gifts in silence, and find his reward in the exercise of them, will generally find himself badly off.—Goethe.

**10 DAYS FREE TRIAL - MONEY BACK IF NOT SATISFIED**

**THE NEW INKOGRAPH SELF FILLER.**  
IMPROVED GREATEST VALUE EVER OFFERED

*The Perfect Writing Instrument* **\$1.50**

Writes with ink free and easy as a lead pencil, without a miss, skip or blur. Its steady uniform flow of ink actually improves your hand writing.

**MAKES 3 OR 4 CARBON COPIES WITH ORIGINAL INK.**  
Anyone can write with your Inkograph, no style of writing or pressure can blur, smear, inkure or distort its 14 kt. gold point.

Actual size larger than illustrated

**DEALERS**  
send for catalog and trade prices

**THE WRITING HEMISPHERE**

**THE INKOGRAPH**  
Patent Automatic 14-Kt. Gold Feed

Won't blot, scratch, leak, or soil hands.  
prevents clogging. Made of best grade, highly polished, hard rubber, highest class workmanship. Pocket clip attached makes it an instrument of refinement. You'll never use a fountain pen once you try an Inkograph. No complicated mechanism to clean or get out of order.

**SEND NO MONEY** Pay postman \$1.50 plus postage.  
Year's guarantee certificate assures absolute satisfaction. Write name and address plainly.

**INKOGRAPH CO., INC., 71-147 Centre St., New York, N. Y.**

**AGENTS**

Sell Inkographs make bigger profits, more sales, without investment. Quicker commissions, popular prices, no collecting, no competition. Send for an Inkograph or write for special sales plan booklet.

## Brookwood Graduates, Members of A. F. of L., Reply To President Green

An open letter to President Green sent by 35 trade union graduates, holding membership in fifteen trade unions in sixteen cities, and including vice presidents of international unions, heads of labor colleges, editorial workers on labor journals, and officers of state federations of labor, has been made public. The letter reads as follows:

"Mr. William Green, President,  
American Federation of Labor,  
Washington, D. C.

Dear Sir and Brother:

The undersigned, all members of organized labor and functioning in various capacities within the trade union movement under the jurisdiction of the American Federation of Labor or unions recognized by it, and at the same time loyal graduates of Brookwood Labor College, protest most vigorously against the attitude expressed towards us in your pamphlet entitled "More About Brookwood College" when you say that we "... are loyal Trade Unionists not because of Brookwood but in spite of Brookwood."

We have watched with great concern the development of the tragedy which began with the meeting of the Executive Council in August, 1928, when first Brookwood's integrity was questioned and moves to condemn it were instituted. Most of us individually pleaded against such untoward and what we considered and still consider unjustifiable procedures which were bound to be of harm to the movement. Since then we have watched the unfolding of this drama more or less in silence, for having once expressed our views, we felt that it was up to the Executive Council to exercise its wisdom in accepting or rejecting our plea. We feel deeply that the final disposition of the case was based on sad mistakes, both as to fact and policy. But even so, we might not have expressed ourselves publicly if you had not made this attempt to express our minds for us in your latest bulletins. Under the circumstances, there is nothing left for us to do but repeat publicly what you have known privately all along. You must certainly admit that our private letters to you do not justify the supposition expressed in the bulletin quoted above.

Without going into details about what Brookwood training means to us, for we have done that in our personal letters to you, we hereby absolutely reject the statement that we are

loyal to the movement in spite of Brookwood. Brookwood Labor College has given us such an understanding of organized labor as to make it utterly impossible for us to be otherwise than loyal to it.

### MANY UNIONS INCLUDED

The signers include: Israel Mufson, member of the Brotherhood of Railway Clerks, head of the Philadelphia Labor College; Leonard Craig, member of the Molders' International Union, educational director Pennsylvania State Federation of Labor; Charles L. Reed, member of the International Association of Machinists, Vice President of the Massachusetts State Federation of Labor, and member of the Executive Committee Workers Education Bureau of America; Alfred Hoffman, member of the American Federation of Full Fashioned Hosiery Workers, Executive Secretary of the Piedmont Organizing Council of North Carolina; Julius Hochman, Vice President International Ladies Garment Workers' Union; William Ross, member of the Boiler Makers Union, head of the Baltimore Labor College; Mary Goff, member International Ladies Garment Workers Union, Organizer White Goods Workers local; E. J. Lever, member International Association of Machinists, formerly business agent District 1, International Association of Machinists, and head Philadelphia Labor College; Glen Atkinson, Research Department Brotherhood of Railway Clerks; Anton Garden, Desidero Bellaver, Cal Bellaver and Harry Bellaver, members of the United Mine Workers of America; William Blook, International Ladies Garment Workers' Union; Axel Bjorg, member Typographical Union; George Creech, United Textile Workers of America; Thomas Dabney and Stanley Dowley, members of the American Federation of Teachers; Lon De Caux, editorial department *Brotherhood of Locomotive Engineers Journal*; J. B. English, Brotherhood of Railway Carmen; Sarah Fredgant, member International Ladies Garment Workers Union, Secretary Dress and Waist Makers Local, Philadelphia; John Gancz, International Association of Machinists; Adolph Gersh, Vice President District Council 22, Philadelphia, Brotherhood of Painters and Decorators; Blanche Goldfield, member Journeymen Tailors Union, delegate Denver Central Labor Union; Bessie Goren, Rebecca Holland, Ada Rosenfelt, Anna Senovsky, members International Ladies Garment

Workers' Union, Los Angeles, California; Josephine Kaczor, United Textile Workers of America, one of the leaders of the New Bedford textile strike; Charles V. Maute, President Local 189 Brotherhood of Railway Clerks; Philomene Reinsch, International Brotherhood Electrical Workers; Minnie Rubenstein, International Ladies' Garment Workers Union; Andrew Schmolder, International Association of Machinists; Jesse Slaughter, United Textile Workers of America; Joseph Sevanski, International Brotherhood of Electrical Workers; Margaret Wall, member United Garment Workers of America, Treasurer Southern Summer School for Women Workers in Industry, Secretary Organizing Council for Southern Virginia.

### UNION MADE HOSIERY

*The American Federation of Full Fashioned Hosiery Workers has issued the following statement which is of particular interest to women and girls:*

Is the American woman of today, who is so frankly devoted to lovely garments and delicate hosiery, to be regarded necessarily as a person insensible to an appeal for social justice? We think not—we believe in the modern woman.

On behalf of thousands of young workers in our industry—most of the people working in full fashioned hosiery mills are quite young—we seek to enlist your support for a movement which will insure the ordinary rights of democratic citizenship to the persons engaged in American industry.

We don't ask you to spend a cent extra on your hosiery or to walk a foot out of your way to get the best stockings there are to be had.

We simply ask you to buy those brands of hosiery listed herein which are made under the best conditions, both as to the treatment of labor and the process of manufacture.

These brands are almost all nationally known and represent merchandise of the most dependable and stylish quality now on the market.

Your co-operation in this matter will mean that thousands of young workers will be able to enjoy tolerable hours of work, sanitary shop conditions and a chance to call their souls their own and a chance to live as American citizens should live.

It might be better to go bare legged than to wear full fashioned hosiery made by firms who force their workers to sign "Yellow Dog Contracts," work seventy hours and over per week, pay half their

wages in fines and ruin their health by the multiple machine system.

Full fashioned hosiery made under union conditions can practically always be relied upon to be the most dependable and stylish garments on the market.

Quality in full fashioned hosiery is something that the average woman cannot always detect without expert advice. Quality workmanship is substantially assured in hosiery made under union conditions because quality production in most well-managed mills also means quantity production and more remuneration for the workers.

The Unity Company of Milwaukee, Wis., sells a first class full fashioned silk stocking bearing the label of the United Textile Workers of America. This is the only brand of women's full fashioned hosiery which bears the Union Label.

Below will be found a list of brand names of hosiery, most of which can be easily obtained, and all made by Union Labor under excellent conditions.

|                     |                    |
|---------------------|--------------------|
| Berkeley.           | Holeproof.         |
| Best Maid.          | Hollywood.         |
| Blue Heron.         | Holyoke.           |
| Cadet.              | Lady Haven.        |
| Co-ed (Berger).     | Larkwood Vamp Toe. |
| Conrad 51.          | Laurel.            |
| Doris.              | Lehigh,            |
| Everwear.           | Merit.             |
| Finery Coral Brand. | Modern Maid.       |
| Gold Seal.          | Nomend             |
| Gordon V Line.      | Oliver             |
| Gotham Gold Stripe. | Onyx Pointex.      |
| Granite.            | Propper            |
| Harris.             | Titania            |
| Logan.              | Trio               |
| McCallum.           | Van Raalte.        |

For further information address the American Federation Full Fashioned Hosiery Workers, 2530 North Fourth street, Philadelphia, Pennsylvania.

### A COMMUNITY WHERE TEACHERS RULE.

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affairs without the assistance of a school board and the town gossips, that education need not be supported by football. Whether its main purpose, that of demonstrating that workers' education can be made self-supporting, shall be carried out depends upon whether or not the trustees are able to discover, within the next few months, a few unselfish liberals willing to sacrifice for an educational experiment.