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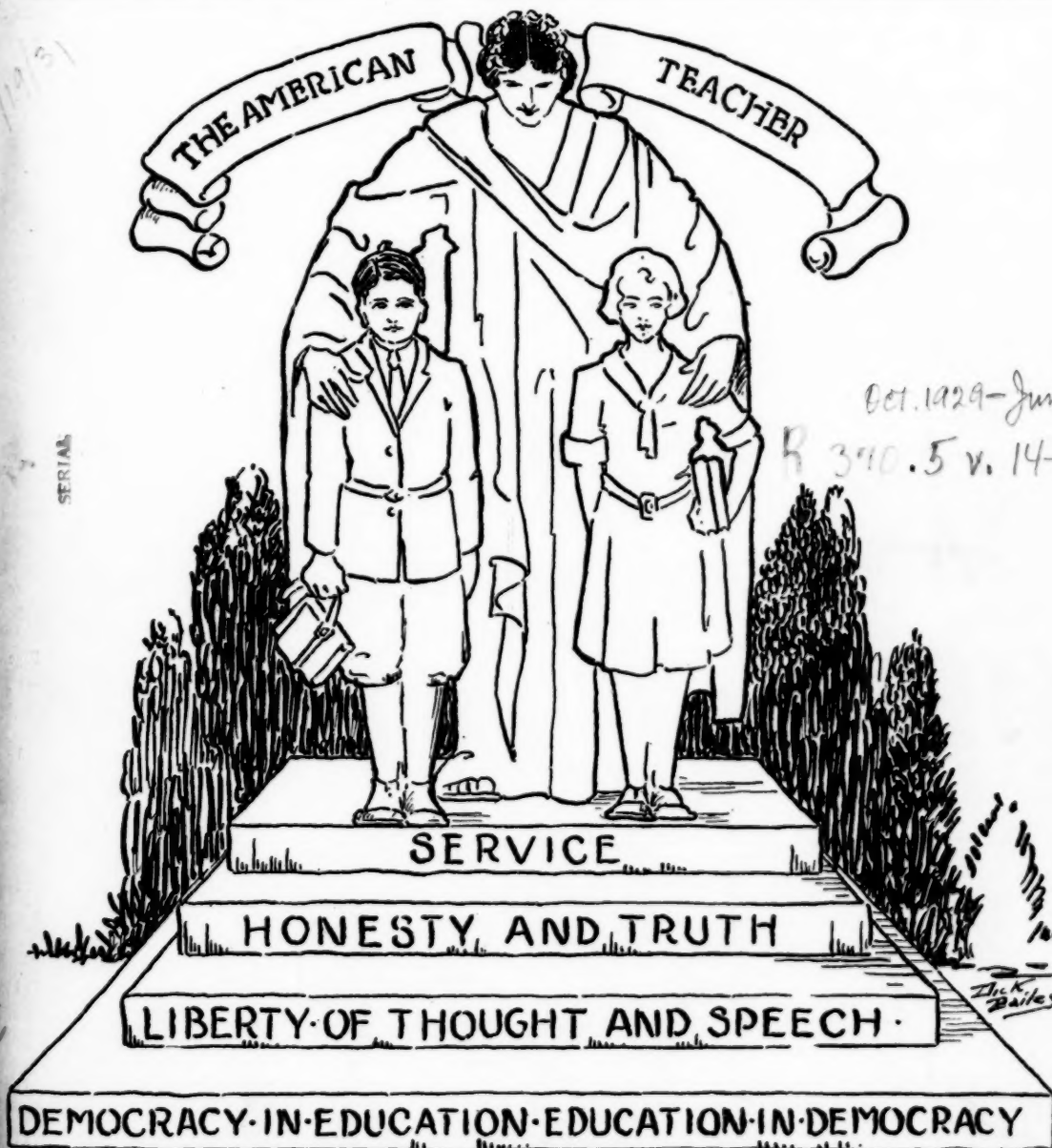
Democracy in Education

Education for Democracy

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The American Teacher

THE ORGAN OF THE AMERICAN FEDERATION OF TEACHERS



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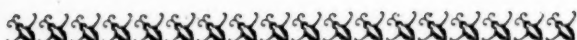
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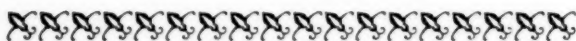
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The Schoolhouse

I am the schoolhouse—I am of many-storied stone, soaring above busy city thoroughfares, or I am a mere cluster of weatherbeaten boards in a wilderness that is trackless save for the path leading to my door. I am the guardian of the hopes of every generation, and I am true to my trust. In me all things are equal; in me are no distinctions among those who come to me except the paramount distinctions between those who are proud to serve and those who seek only to be served. It is my duty not alone to teach, but equally to learn; to keep perpetually a light upon my altars, kindling them forever afresh from the inextinguishable flame that burns in every young heart, the sacred fires of love of knowledge, and love of freedom, and love of country, for as I succeed, America succeeds. I am the true democracy. I am the schoolhouse.

—Anonymous.



THE MASTER JOY

We shall not travel by the road we make:
Ere day by day the sound of many feet
Is heard upon the stones that now we break,
We shall be come to where the cross-roads
meet.

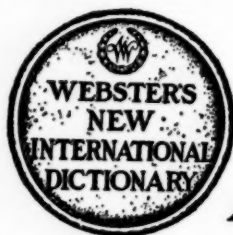
For us the heat by day, the cold by night,
The inch-slow progress, and the heavy load,
And death at last to end the long, grim fight
With man and beast and stone; for them the
Road.

For them the shade of trees that now we plant,
The safe, smooth journey and the final goal,
Yea, birthright in the land of covenant—
For us day labor, travail of
the soul.

And yet the road is ours as never theirs;
Is not one joy on us alone bestowed?
For us the Master-Joy, O Pioneers—
We shall not travel, but we make the
Road.

—Friedlander.

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Volume XIV, No. 1

SEPTEMBER, 1929

Two Dollars a Year

The Open Mind

By O. MYKING MEHUS,

Department of Social Sciences, Northwest Missouri State Teachers College, Maryville, Missouri

It was Thomas Henry Huxley who said, "Sit down before a fact as a little child, be prepared to give up every preconceived notion, follow humbly wherever and to whatever abysses nature leads, or you shall learn nothing." This is the spirit we need to inculcate in our schools today. Unfortunately, however, instead of conscientiously trying to teach the truth we too often teach the prejudices of the particular community in which we happen to live. And students come to us, not to find out the truth, but in all too many instances their chief concern seems to be to secure arguments for their own particular prejudices and preconceived ideas.

Whenever anyone does advance a new idea it is rarely accepted in an open-minded attitude, for we are by training afraid of anything new. We dislike changes. We shy at new gates. New things go against our grain. Most of us are like the man who would not look at the new moon out of respect of that "ancient institution," the old moon. We resemble the man who, seeing a camel for the first time, gazed at it for a long time and then, turning away with an air of positive conviction, said: "There ain't no such beast."

"THE GOOD OLD DAYS"

We cling stubbornly to the past and we are ruled by its hidebound customs. We worship things that are old and still believe that the golden age is in the distant past instead of in the present or in the future. We dream about the "good old days." We believe that everything worthwhile has been accomplished. We are like the government clerk in the patent office in Washington in 1837 who resigned because he believed that everything had been patented and he desired to secure another position before he would be asked to resign.

A story is told of an old woman who went down to the railroad track to see the first steam engine in

that part of the country. As she looked at it from all sides she shook her head and said, "It will never run. It will never run. It will never run." When the engineer opened the throttle and the engine started down the track and rapidly gained speed, the old woman said, as she slowly shook her head, "It will never stop. It will never stop. It will never stop."

In the Cyclopedia of American Agriculture Dean Davenport mentions that a valuable cart was allowed to rot on a certain South American estate for the simple reason that the native laborers refused to use it because it did not squeak like their old wooden carts. But it is not only in South America that people are afraid of new "squeaks," for right in our own country we have an abundance of illustrative material to draw from.

FIRST SEWING MACHINE SMASHED

The first man who wore a silk hat was pelted with rocks, arrested for disturbing the peace and inciting a riot—and heavily fined. Hardly a fitting recognition for the inventor of headgear that has crowned civilization's grandest fetes. The first sewing machine Howe put on exhibition was smashed to pieces by a mob. Almost every engineer in the country called Westinghouse a fool because he insisted that his air brake could stop a train with wind. Thomas Jefferson was hated and berated for maintaining that something might be made out of the country west of the Mississippi River. Seward was ridiculed for advocating the purchase of Alaska and it was in derision called "Seward's ice box."

Parmentier was called a pig because he asserted that potatoes were fit for human beings. There is a famous cartoon of Napoleon in the nursery beside the cradle of his son and heir, the King of Rome. The emperor is squeezing the juice of a beet into the mouth of the infant king. Underneath are these words: "Suck, dear, suck! Your father says 'tis

sugar." The people who first tried to tell us that there was such a thing as beet sugar had a rather discouraging time of it.

Bathing in a tub was condemned as late as 1842 as a corrupting luxury and was denounced by the medical fraternity. William Harvey, who discovered the circulation of the blood, enjoyed a lucrative practice before he announced his discovery, but after that he was called "crack-brained," and his trade fell off. The Bavarian Royal College of Physicians claimed that railroads would ruin the health of the people, because the rapid motion would give the travelers brain disease.

OHM THOUGHT TO BE INSANE

Galileo's bitterest enemies were his associates in science on the faculty of the University of Pisa. When Galileo proposed to drop two weights from the top of the leaning tower of Pisa to test the doctrine of Aristotle that the heavier one would fall faster than the light one, his colleagues were violently opposed to having any facts brought to light which might discredit Aristotle and jeopardize their own prestige. When Copernicus declared that the earth revolved around the sun he escaped burning at the stake only by dying prematurely.

The Royal Society of England did not consider Benjamin Franklin's account of his experience in electricity of sufficient importance to be printed in the Society's transactions. Luigi Galvani, who experimented on frogs and discovered galvanic electricity, was ridiculed as the "frogs' dancing master." George Ohm, formulator of a basic method of measuring electricity, was thought to be insane.

Daguerre, inventor of the daguerreotype, was put in an asylum for saying he could transfer the likeness of human beings to a "tin plate." Napoleon refused to consider Fulton's steamboat, and later when the first steamboat did cross the ocean, as a result of Fulton's invention, it carried aboard an essay proving the impossibility of the undertaking. Professor Lovering of Harvard University demonstrated mathematically the impossibility of telegraphing 3,000 miles under the ocean. And several scientists also "proved" that the long-range gun was an impossibility at the very time that Paris was being bombarded.

"A DEVICE OF SATAN"

In 1828 the school board of Lancaster, Ohio, refused to permit the school house to be used for the discussion of whether or not railroads were practical. The matter was recently called to mind by an old

document which reads in part as follows: "You are welcome to use the school house to debate all proper questions in, but such things as railroads and telegraphs are impossibilities and rank infidelity. There is nothing in the word of God about them. If God had designed that his intelligent creatures should travel at the frightful speed of fifteen miles an hour, by steam, He would have clearly foretold it through his holy prophets. It is a device of Satan to lead immortal souls down to hell."

Unfortunately, it is not only in Ohio that the followers of the teachings of Holy Writ have shown an attitude that was not as open-minded as one might wish. Throughout the Middle Ages and even at the present time we find many who stand against modern scientific discoveries. We need thinkers at the present time as never before. This plea is made effectively by Joseph Ernest McAfee, who says in "Our Thinking":

*"The most atrocious crimes in history
Were perpetrated by "good men, cock-sure
That they obeyed divine injunctions, laws
Laid down by a fiat, which 'twere sacrilege
To question. Bloody Marys, Torquenads,
The whole vile crew inquisitorial,
Were pious to a turn, were sure they served
A holy God while butchering fellow men.
They stubbornly refused to think, or raise
A question of the right or wrong of deeds
That shook high heaven and made of earth a hell.
A race of thinkers is the only hope
Of progress, justice, peace, security.
A code of laws contrived to stifle thought,
And rob men of their freedom to speak out
What they may think is wicked, monstrous, rank,
Unutterable crime, and measureless,
Unpardonable sin against mankind.
To think is universal human right,
The indefeasible inheritance
Of every human soul. Nor that alone.
To think is duty, highest, first and last."*

However, it is not only in scientific and religious matters that men are afraid of new ideas, but we find this attitude manifest when new political, economic and social theories are advocated. The poet Goethe must have experienced this opposition, for he said: "If anyone advance anything new, which contradicts, perhaps threatens to overturn, the creed which we for years respected and have handed down to others, all passions are raised against him, and

every effort is made to crush him. People resist him with all their might; they act as if they never heard nor could comprehend; they speak of the new view with contempt, as if it were not worth the trouble of even as much as an investigation or a regard; and thus a new truth may await a long time before it can make its way."

In reading our own United States history we often come across instances to bear out this contention. When Civil Service reform was advocated in Congress in the eighties, one of the United States senators characterized the reformers as "a sickly, sentimental, Sunday-school, Goody-Two-Shoes party, which appears desirous of ruling the world not as God has made it, but as they would have it." As if the spoils system were a divine ordinance! When the farmers demanded justice in the nineties they were called "calamity howlers," "political rainmakers" and "leather-lunged orators." Instead of studying their grievances with an open mind, the opponents resorted to ridicule and the hurling of epithets. One of the leaders of the farmers' movement was called "rattlepated idiot," "hoax," "anarchist," "blasphemer," "lunatic" and "a mouthing, slobbering demagogue, whose patriotism is all in his jawbone." And still that same leader lived to see nearly all his theories adopted by Congress within a generation and become a part of the law of the land.

"PROVE ALL THINGS"

It is not necessary to call to your attention the numberless instances in the past few years when men have been unwilling to face problems with an open mind, but have decided them on the basis of bias and prejudice. In our international relations there are still men who advocate that we solve them on the basis of what Washington said 150 years ago

rather than on what modern statesmen are advocating. They forget that in Washington's time it took longer to travel from Maine to Florida than it takes today to go around the world. The world is changing and we must change with it. We cannot close our minds to modern conditions. It is idle to say that we must not enter into any entangling alliances when we already are entangled through our billions of dollars of foreign investments and trade with every country in the world.

Our schools must train our young people to think in terms of modern conditions. We must acquaint our students with modern social, economic and political questions. If our country is to continue to be a "land of the free," we must send out students who can face the world with an open mind and not be bound by the traditions of the past. Eternal vigilance is still the price of liberty. And the great need today is to have leaders who will follow the Truth wherever it may lead. As Lowell says:

*"And I honor the man who is willing to sink
Half his present repute for the freedom to
think,
And when he has thought, be his cause strong
or weak,
Will risk 'tother half for the freedom to speak,
Caring naught for the verdict the mob has in
store,
Let that mob be the upper ten thousand or
lower."*

We are not saying that we should accept everything simply because it is new, but we are asking that we approach modern questions with an open-minded attitude. Let our watchword be:

"Prove all things; cleave to that which is good."

Mental Hygiene In the Schools

By MARIAN MCBEE

Psychiatric Social Worker, Illinois Society for Mental Hygiene

With the spread of the Mental Hygiene movement, it is to be expected that progressive educational institutions should make an effort to adapt the methods and principles of mental hygiene to educational systems. Early experiments were made in the La Salle-Peru Township High School and the Lake View High School, Chicago. Both units were privately financed but an integral part of the school system. The Bureau of Educational Counsel, as the

unit in La Salle was called, was established in 1923 and the Advisory Council for Students at Lake View was established in 1925. Since then various schools throughout the country have adopted some form of mental hygiene clinics in conjunction with the school. Notable examples are the Child Guidance Department of the Newark Board of Education and the Department of Education Council of the Winnetka schools. Los Angeles and Minneapolis have

Child Guidance Clinics in conjunction with the schools. Although differing somewhat in organization, the function of these various units is similar. The study of personality, the application of mental hygiene principles as to the normal child and the co-ordination of pedagogical methods with the psychology of mental hygiene are goals of all such units.

As a concrete illustration the organization and functioning of the demonstration clinic at the Lake View High School will be described. This clinic is sponsored and financed by the Illinois Society for Mental Hygiene and was established in 1925 when Dr. McMillan of the Child Study Department of the Board of Education of Chicago asked that organization to help in the handling of certain behavior problems in the schools. This particular school was chosen because it was thought that it represented a good average Americanized community in which gross social problems did not exist and would therefore lend itself more readily for purposes of demonstration.

STUDENT COUNCIL FORMED

The name chosen for the unit was the Advisory Council for Students, so that children coming to the unit for study might feel that they were receiving advice, not being considered as problem children. This name has proved satisfactory and has been retained. The staff, which at first consisted of a psychiatric social worker, clinic secretary and part time psychologist and psychiatrist, has been expanded to two full-time psychiatric social workers, known as student counselors at the school, a visiting teacher who is now under the Board of Education, a clinic secretary, and the part time psychiatrist and psychologist.

Functioning as any regulation child guidance clinic, the Council takes cases for study which are referred by teachers or principals, other social agencies, parents and occasionally the children themselves. The first contact, after referral, is with the student, the counselor talking with him about his school work, his plans, his interests and recreation, his health and social contacts. Teachers are talked with in order to get a picture of the child's behavior in class and the type of school work that he is doing. The social worker visits the home and gets a more complete history from the parents. The work of the Council is also explained to them. If additional history is necessary from employers, recreational leaders or other sources, it is obtained. The purpose of

the history is to get as complete a picture of the child as possible.

TESTS DETERMINE ABILITY

Usually the child is given psychological tests to determine his general ability and any special ability or disability that he may have. The tests usually given are the Stanford revision of the Binet-Simon general intelligence tests, the Healy Completion Test Number 4, the Otis Arithmetic Reasoning Test and the Stenquist Assembling Test for boys and the I. E. R., a sewing and handwork test, for girls. These may be supplemented with special achievement tests or other more specialized tests if it is thought necessary. The purpose of the tests is to determine the ability of the student and to ascertain in what type of activity he does his best work.

Although at first all the students were seen by the psychiatrist, as the work became more familiar to the teachers and in a less experimental stage, it was found that many children who were referred did not have emotional or personality problems which would necessitate a psychiatric interview. The counselor now makes the decision as to whether or not the child shall be seen by the psychiatrist, discussing questionable cases with him. In general, if there is a social or academic maladjustment which can be easily remedied, the social worker does this without the child seeing the psychiatrist, but if there are emotional problems which do not seem to be explained by the social situation, the psychiatrist interviews the child. There are, therefore, different types of cases, classified as: full study, social service, and advisory, depending upon the type of service given.

After the study has been completed and recommendations for treatment formulated, the teachers and parents are given the results of the study and the recommendations. The type of treatment depends upon the problem, thus a child who would be more suited to a technical course may be advised to change his course. Another child who may need recreational opportunities is connected with some recreational group. In many instances a better understanding of the child by his parents and teachers may be effected. The Council keeps in contact with the child as long as he is in school and follows up children as they leave school to go to work or to college. Periodic follow-up contacts are made for the purpose of studying what the adjustment of the child has been. If a child leaves school and is in need of further study and supervision, a contact is made between him and an appropriate social agency.

The type of cases studied have fallen in general under one of the following classifications: (1) Scholarship, including students who are not scholastically adjusted, either because they are in courses for which they are not suited or because of lack of interest and incentive in their work; (2) truancy, includes those students who are truant and who do not yield to the routine follow-up of the truant officer; (3) delinquency, students who have done something which would bring them under court supervision whether or not they have been brought to the attention of the juvenile court; (4) personality problems, includes problems of social attitudes, either toward the school or classmates, attitudes affecting school behavior and problems of individual adjustment; (5) special problems, such as health affecting school work and other special problems in which the service of the Council would be beneficial. It has been gratifying to the Council to notice the change in emphasis as the school has become more familiar with the work from scholastic and disciplinary problems to problems of personality. The teachers who used to refer children because they were difficult to manage refer them now saying, "Can you help this student in making a better adjustment?" Although the problem may be the same, the emphasis on the personality of the child by the teacher is important.

An analysis of the reasons for referral show that personality problems are referred more frequently, the percentage of all other types of problems correspondingly decreasing. Delinquency has never been a large group in this school. The percentage of truancy cases referred has been slightly less this year than previously. The principal has stated that he finds that truancy has decreased as the work of the Council progressed.

The usual clinic work is greatly simplified, due to the facilities for obtaining history and carrying out treatment within the school itself. Information obtained from teachers, recreational leaders and athletic directors in the school is valuable in understanding the child. In carrying on treatment, the facilities of the school are very helpful. Deans, vocational advisors, recreational leaders and athletic instructors are found to be interested and co-operative. If the child needs special attention in any of the school activities this is easily arranged and the child may be quite unaware of any unusual attention. Music and dramatic work in the school curriculum are also utilized in treatment.

As an example of the attitude of the student's

family affecting school behavior, the case of Roger is interesting. Roger was referred to the Council as a scholarship problem. The study showed that he had average intellectual ability and good mechanical ability in spite of the fact that he had never passed in four subjects since he entered high school. The family situation was interesting in trying to understand why there was this discrepancy between his ability and his achievement. The parents were separated, Roger was an only child, living with his mother. She was so eager to have him succeed and go to college that she was constantly checking up on him. She really gave him no encouragement and did not allow him to take any responsibility because she was afraid he would fail. As a result of this attitude Roger had become convinced that he could not do the work required of him and, since this kept him from participating in school athletics, he was completely discouraged. An effort was made to help the mother understand that he needed to be encouraged and given responsibility. He was asked to join a boys' club, the leader of which had been seen by the counselor and Roger discussed. In this club he was given an office and a position of responsibility. He was encouraged whenever possible. Roger responded to the position he had in the club and became a popular and well-liked leader in the group. As a result he was able to do much better academic work and for the next two semesters he carried his subjects, passing in all of them.

The effect on children of the attitude of the parents and brothers and sisters is always important in understanding their attitude toward school. The child who is rebelling because of over-strict parental authority at home usually is rebellious toward any authority and this shows in his attitude toward school. We are also familiar with the over-pampered, protected child who is unable to make his adjustment at school on his own responsibility because he has always had everything done for him and has not been allowed to grow and develop as other children have. Although we do not have statistics compiled on the number of cases in which the attitude of the family is the main factor in the child's maladjustment, we are convinced that it is necessary to know what the attitude of the family is if we are to understand and help the child.

The part that social adjustments play in a child's life is also important. Louise was a girl who had been born in the South and had lived there all her

(Continued on Page 13)

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AMERICAN FEDERATION OF TEACHERS

ORGANIZED APRIL 15, 1916

Affiliated With the American Federation of Labor.

WHY BE PROUD?

The American Federation of Teachers is proud. And why? First, it is affiliated with the American Federation of Labor, and is a part of America's great labor movement. To be affiliated with organized labor means to be connected with that group which

stands for a better life for every man, for the bettering of human conditions, for the achievement of higher levels of excellence for *all* groups. Labor believes in brotherhood, in democracy, in humanity. Labor is the relentless foe of all forms of oppression and human degradation and is seeking to achieve social justice for all. We are proud to be a part of a movement with this valiant spirit of social idealism.

Again we are proud of the educational program and history of organized labor. Dr. John Dewey says: "A few years ago I went over a good many documents in that field, and I say without any fear of contradiction that there is no organization in the United States—I do not care what its nature is—that has such a fine record in the program of liberal progressive education as will be found in the printed records of the American Federation of Labor." If Dr. Dewey does not know, who does?

In this program we find: for teachers' tenure of position during efficiency; increased revenues to maintain and develop the public schools; revision of salary schedules upward; clean, sanitary, non-institutionalized buildings of not more than 2,000; a five-hour day; classes of thirty pupils to a class, so that each pupil may have some individual attention; equal educational opportunity for all.

We are proud that we are building a true profession. The teaching profession must be built as other professions have been built, on an economic basis of adequate compensation, on sound tenure of position, of the participation of its members in determining its standards, qualifications and membership.

We invite authoritative contradiction of the statement that every salary increase in the United States in the last ten years has been due to either the direct or reflective influence of the American Federation of Teachers. Where teachers' unions are organized strongly and effectively, the highest salary schedules are operative.

No other group of organized citizenry than the American Federation of Labor is on record for tenure of position during efficiency. Eleven states now have some form of tenure law. It is no mere coincidence that these states have within them strong teachers' unions.

Teacher participation in school administration—the release of the voice of the teacher—not only makes for the development of freedom and self-respect on the part of the teacher, but is essential to the building of a profession. We are proud of our

efforts in this direction and in the near future we'll be even prouder of our accomplishment.

The American Federation of Teachers has opposed vigorously and many times alone propaganda in the schools and now results of that opposition seem to be appearing.

In spite of mistakes which we acknowledge and regret, we are proud of our record as the protector of the individual teacher from injustice and even more as the protector of the ideals of education.

The social idealism of the labor movement is our inspiration and every step forward toward social justice which we are making answers again the question, "Why Be Proud?"

A FRIENDLY GREETING

Adelaide, South Australia.,

April 11, 1929.

The Editor,

THE AMERICAN TEACHER,

Chicago, Ill., U. S. A.

Dear Madam:

I am forwarding by same post as this note copies of our Education Gazette and Educational Regulations operating in the State of South Australia. They may interest you and your fellow Teachers.

I cannot write you without again thanking you for the copies of THE AMERICAN TEACHER. I look forward for them every month and count myself fortunate indeed in being kept well informed as to the progress of your Union and its attitude, and that of your leaders, in regard to the application of broad principles of democracy in connection with the teaching profession. Your Union must surely have a great army of supporters throughout America when it fights for the purity of the fountains of learning and knowledge.

I am not a teacher, but my sincere sympathy goes to them in their work. I assist on the school committees of my own State and cannot help being interested in the good work of your Union.

With best wishes,

Yours very truly,

ARCHD. MCINNES.

That country is the richest which nourishes the greatest number of noble and happy human beings.—*Ruskin.*

SO THIS IS WAR!

Before people can understand the problem of militarism in education they must understand that "wanting war" and "liking war" are not the dangers we must avoid. Wars do not come because people "want war"—for no considerable number of people ever want war. If we seek to explain human behavior in terms of deliberate badness we shall never discover the real causes of war. We must look deeper for hidden, unconscious, non-deliberate attitudes—beliefs and feelings. These are the dangers.

These habits, of which we may not be conscious, are the factors which predispose us to war-like conduct in an emergency. They are the forces that produce actions which we later "rationalize" by attributing the blame to the other fellow, and by discovering and proclaiming moral reasons for our own conduct. These unconscious habits are the most dangerous product of the "popularized" military training discussed in the pamphlet, "So This Is War." Boys and girls enlisted in the R. O. T. C. by appeals to their ambitions will later find many high-sounding phrases to justify their enjoying these rewards. They will become enthusiasts for the military program, without giving any thought to its consequences.

We are most anxious to push this pamphlet and to expose the practices outlined therein. The public must know how fatal this playing at soldiering will be if allowed to continue. Will you not help us by trying to get church groups, clubs and individuals to buy copies for circulation?

Study the pamphlet so you can sell it to your friends. We feel this popularized training is one of the most dangerous and yet most vulnerable aspects of present-day militarism. Copies of this pamphlet will be furnished at cost: One copy, 15 cents; twelve copies, \$1.25; fifty copies, \$4; 100 copies, \$7; 1,000 copies, \$50.

Tucker R. Smith, executive secretary, Committee on Militarism in Education, 387 Bible House, Astor Place, New York City.

Were half the power that fills the world with terror,

Were half the wealth bestowed in camps and courts,

Given to redeem the human mind from error,

There were no need of arsenals or forts.

—Longfellow.

THE PROGRESSIVES—A NEW WHITE HOPE?

The survival of the fittest marks the steps of society. The fittest are those who are best able to meet new situations. Size, strength and agility mean nothing if they cannot be applied to ever-changing conditions. At certain points in the development of nations or movements, former events have set the stage so that change is not only inevitable but accelerated.

During such periods in the labor movement, leaders are compelled to act in one of three ways: (1) to preserve existing organizations intact; (2) to scrap them and substitute revolutionary forms; (3) to draw upon the best of the old and the new and so evolve a movement that has at once stability and energy.

The French Revolution destroyed the aristocrats and brought to the top, not the workers and peasants, but the bourgeoisie. In the Russian Revolution the champions of the workers and the peasants overthrew not only the aristocrats but the bourgeoisie as well. Now the Stalinists who are in power are faced with the opposition of the Trotskyites calling for an extended revolutionary movement for the entire world.

In the United States there are those who at the present time are trying to maintain the present status even though it is antiquated, and on the other side, those who are for the complete overthrow of everything. Between these two, there are the vast majority of workers without leadership and without philosophy. Neither of these groups has any appeal for them.

If Labor is to advance, this "No Man's Land" must be converted from the scrapping ground of the best of both fighting forces into a power station from which the tremendous energy now spent in destruction will be transformed and directed into channels of progress.

Recently a group who call themselves the "Progressives" have arisen with this purpose in mind. Their program includes: (1) the organization of the unskilled and semi-skilled; (2) appeals directed primarily to workers instead of to employers in organizing efforts; (3) exposing and fighting the National Civic Federation's influence in the labor movement; (4) insistence that union membership shall not be denied because of radical, social, political, economic or religious views or affiliations; (5) the right of a minority or opposition to exist in the movement; (6)

fighting injunctions and yellow-dog contracts; (7) a campaign for social insurance; (8) encouragement of co-operative enterprises; (9) emphasis on a social order controlled by workers as labor's goal; (10) the working out of effective methods of collective bargaining and of union control without sacrificing the union's independence; (11) a continued struggle for the five-day week, higher wages and better conditions; (12) the recognition of Soviet Russia by the United States; (13) making the American Labor movement anti-imperialistic and anti-militaristic; (14) assertion of the principle that Labor must be international in its spirit and activities; (15) development of a labor party based on mass production of industrial workers, and (16) the support of a broad workers' education movement based on progressive concepts.

In short, they want action on lines that are both possible and practicable.

The Progressives are not attached to either of the fanatical extremes who think they are unalterably right and the other fellow is unalterably wrong because of connections with Moscow or Wall Street, as the case may be. If a working base can be reached before either of the extremist groups has spent or killed itself, progress will be assured. Power is now in the hands of the conservatives and if physical force will suffice they will ferret out the last bit of rebel spirit and the whole movement will enter a period of unprecedented reaction.

The unanimity of the attack on the Progressives by both the A. F. of L. and the Communists is significant proof of its potential power. Such a movement should have the allegiance of all those who are brave enough to withstand attacks from both sides and back up their real beliefs.

CHARLES P. DRAKE.

THE POET'S PRAYER

By COVAMI

In the far, mysterious mountains,
Whence the dream gods rule the world,
Where abideth hope and beauty,
Where love's flags are never furled,
There come prayers of the poets,
Pleading in whatever tongue,
Asking only understanding
Of the songs that must be sung.

"Remember the steam kettle—though up to its neck in hot water, it continues to sing."

LESS FOOD CONSUMED

Startling disclosures of the decrease in the amount of food consumed in the average American working man's home during the past 25 years have been placed in evidence by the Brotherhood of Locomotive Firemen and Enginemen before the Federal Arbitration Board meeting at Chicago in the Western Wage case.

These statistics, compiled from official sources, show that the average American worker's family is buying less than half as much meat and much less of the other principal articles of food than it consumed a generation ago.

This exhibit indicates that because of the present high cost of living American wage earners have had to cut down on their expenditures for food in order to secure the money to pay rent and buy clothing, fuel, light and the hundred other items that must be purchased at high prices under modern conditions.

These startling facts are shown by a comparison of the amounts of food found to be consumed in the average working man's home by the United States Bureau of Labor Statistics in the two nation-wide investigations which it conducted in 1901 and 1919.

The following table shows this comparison for the principal articles of food:

	1901	1919
Fresh beef (pounds)	349.7	186.2
Salt and corned beef (pounds) ..	48.6	7.3
Fresh hog products (pounds)	114.2	40.5
Salt hog products (pounds)	110.5	46.9
Other meat (pounds)	77.7	85.3
Poultry (pounds)	67.7	26.5
Fish (pounds)	79.9	49.8
Eggs (pounds)	85.2	61.2
Milk (fresh) (quarts)	354.5	326.0
Butter (pounds)	117.1	67.5
Sugar (pounds)	268.2	147.5
Flour and meal (pounds)	680.8	374.1
Bread (pounds)	252.7	464.4
Potatoes	882.0	762.7

This table shows that whereas the average American worker's family ate 340 pounds of fresh beef in 1901, they had only 186 pounds in 1919. They ate 224 pounds of fresh and salt pork products in 1901, as compared with only 87 pounds in 1919. They ate 67 pounds of poultry in 1901 as compared with 26 pounds in 1919.

Altogether they had 848 pounds of all kinds of meat, poultry and fish in 1901 as compared with only 442 pounds in 1919.

Nor was this shortage confined wholly to meats. They had 117 pounds of butter in 1901 as com-

pared with 67 pounds in 1919. It is true that at the latter date they used 21 pounds of oleomargarine and other butter substitutes in an attempt to make up the deficit, but this by no means gave them the equivalent food value.

Converting the bread into equivalent terms of flour we find that in 1901 the worker's family consumed 849 pounds of flour and meal as compared with 683 pounds in 1919. They also had 120 pounds less of potatoes.

This startling decrease in food consumption in American wage earners' homes may explain why American agriculture has such huge surpluses of its staple products and why American farmers are going bankrupt. If the ten million families of American industrial workers were consuming as much food as they did 25 years ago, they would require an increase of four billion pounds of meat, five hundred million pounds of butter and nearly three billion loaves of bread.

This indicates that the only way to restore the American farmer to a condition of permanent prosperity is to increase the wages of American workers so that they can purchase as much food as they consumed a generation ago.

MILITARY ORGANIZATION WOULD
SILENCE PROFESSOR

Aroused by criticism of the intolerance of the Ku Klux Klan and the American Legion, made by Dr. Thomas Woody, a professor of the University of Pennsylvania, the Philadelphia County Council of the Veterans of Foreign Wars has adopted a fiery resolution demanding that the doctor be "silenced."

The resolution, after declaring that it "is meant in no manner whatsoever as a restriction of free speech" provides that copies be sent to the Governor of Pennsylvania and to the provost of the University of Pennsylvania and "that these authorities be requested to take such measures as will prevent a continuance of such evils."

In an address made recently in Philadelphia, Dr. Woody described both the Legion and the Klan as "American monstrosities" in so far as they threaten teachers of history. Dr. Woody pointed out that the teaching of history is following modern lines of original research and is more concerned with the discovery of truth than with "furnishing nationalistic propaganda for the warping of youthful minds."

Patience is a remedy for every sorrow.—*Publius Syrus*.

Union Report Shows More Intolerance

Americans enjoy freedom of speech—except when there's a serious difference of opinion, summarizes the American Civil Liberties Union in its annual report, just issued. Less active repression but more settled intolerance marks the America of 1928, is its verdict.

As evidence it cites the release of all political prisoners but one, no new prosecutions under criminal syndicalism or sedition laws except in Pennsylvania, failure of all repressive laws introduced in Congress and state legislatures, and the lowest number of cases of mob violence and police interference with meetings in years.

The reason for the decrease in repression, says the Union, is that "there is little to repress. Militancy in the labor movement has declined, and radical political movements are not strong enough to arouse fear."

PENNSYLVANIA THE WORST

Exceptions to generally lessened repression are noted in places of acute industrial conflict (Colorado, Pennsylvania, Ohio and West Virginia coal fields; New England textile centers) and in a number of cities—particularly Newark, Philadelphia, Los Angeles, and Boston—where the police adopt lawless tactics in preventing or breaking up radical meetings. Strikers are objects of attack anywhere, and the Workers' Party, as the most active radical political organization, gets the brunt of repression. "Pennsylvania is today the worst state in the Union for wholesale violations of civil rights," the report concludes.

Contrasting active repression with intolerance, which the Union says has increased, the report states that "it is a matter of common observation that the general public attitude is one of indifference and intolerance, more settled and more apathetic than at any time since the war."

DEPORTATION OF RADICALS EASY

As proof it points out that the Espionage Act sections authorizing Post Office censorship are still in force; that 34 states have criminal syndicalism or sedition laws—though only Pennsylvania now actively uses them; that sweeping injunctions against strikers are the rule; that movies, plays, books, and periodicals are censored in many localities; that anti-evolution laws are on the books of two states, while evolution teaching is outlawed by regulation in many others; that United States colonies are still ruled by the Navy or War Department; that aliens no longer enjoy the right of political asylum in the United

States; that deportation for radical political views is easy and naturalization of radicals and pacifists difficult; that professional patriots and militarists are active in suppressing pacifist and even mildly progressive activities; and that the Klan, though dying, still mobilizes racial and religious prejudice.

Although no new laws restricting freedom of speech, press, and assemblage have been passed, criminal syndicalism or sedition laws existing in 34 states were clinched during the year by Supreme Court decisions upholding the right of states to pass laws penalizing language, or membership in organizations teaching doctrines declared criminal. The absence of new repressive measures, the report suggests, is probably due to the fact that "it would be difficult to suggest any." "The code is complete," it adds, "except for a Federal sedition law."

None of the gag laws put on statute books since 1917 have been repealed, and it is not likely that any will be, says the Union, noting that the Supreme Court has passed adversely upon most of the issues affecting civil liberty. An exception was the Supreme Court decision which overruled the Texas law forbidding Negroes to vote at primary elections, called by the highest United States tribunal "a direct and obvious infringement of the Fourteenth Amendment."

TEACHERS SIMPLY NOT RE-EMPLOYED

Surveying the restrictions on teaching in schools and colleges during the last year, the Union says that fewer cases of dismissals of teachers for their views were reported than in recent years—"probably because the authorities have learned how to handle such issues without arousing controversy. Teachers' appointments are just not renewed." Of the teachers dismissed—three, all from public schools—one in Tennessee was forced to resign because he gave a definition of the word "evolution," and two in Pennsylvania were forced out of the State Normal School because of their sponsorship of a student liberal club opposed by the local post of the American Legion. Cases are cited of the dismissal of students for opposing compulsory military drill, together with those of several student editors dismissed for articles which the authorities regarded as "improper."

As the outstanding event of the past year in the field of civil liberty, the Union lists the execution of Sacco and Vanzetti in Massachusetts, "who were prosecuted primarily because of their radical views and activities." The struggle for civil rights in the coal fields is listed as the second important feature of the year.

LATEST FIGURES ON CHILD LABOR.

Year by year the arc light of statistics illumines more and more of our child workers. In the last Annual Report of the Chief of the Federal Children's Bureau, it is estimated that reports were received during 1927 of more than half the work permits issued throughout the country to children 14 and 15 years of age. This much has the Bureau accomplished through an educational campaign which increased the number of states reporting from twelve to sixteen and the number of cities from twenty-six in twelve additional states to sixty-nine in eighteen additional states.

Reports were received for 107,395 children 14 and 15 years of age of whom 954 were children in cities with a population of less than 50,000. These figures include only children receiving work permits for the first time—in other words they indicate (with very slight exceptions) the number of 14 and 15 year old children leaving school and starting full-time work during the year, but do not indicate the total number of children at work.

Moreover, it must be borne in mind that these figures do not include the large number of children employed in domestic service and in farm work, as most states do not require work permits for such employment, nor children engaged in other miscellaneous occupations for which permits are not always required nor children working illegally without permits.

One state and five cities reported an increase in the number of permits granted. On the other hand, decreases ranging from 2 to 61 per cent were reported in eleven states and seventeen cities. The helpfulness with which we view this decline, however, is somewhat dampened by the Chief's qualifying statement: "It is generally believed that unemployment during 1927 is largely responsible for the decreases, although in periods of unemployment children who would otherwise be kept in school are often compelled to seek employment and are sometimes able to obtain work when their parents cannot do so."

Perhaps the most valuable bit of analysis in the report, so far as child labor is concerned, lies in the direct relationship shown between the educational provisions of the child labor laws and the age at which children received permits. Where the grade requirement is low a large proportion of 14 year old children are found receiving permits. As the

grade requirement is strengthened, the tendency is for them to stay in school until 15 years. In the states and cities requiring without exception the completion of the eighth grade before children of 14 may receive work permits, 24 per cent only were 14 years of age. In those states having an eighth grade requirement but permitting exemptions or alternatives, 29 per cent were 14 years of age. Reports from the larger group of states requiring less than completion of the eighth grade for children 14 years of age, show that 43 per cent of the permits were issued to 14 year old children. This shows very clearly the influence of the educational standards of child labor and school attendance laws on the proportion of children receiving permits at 14 instead of at 15 years of age.

The number of part-time and vacation permits issued is considered to depend partly upon the availability of short-time jobs for inexperienced young workers, but also "upon the extent to which local issuing officers encourage temporary vacation certificates for children qualified for regular work permits in the hope that they will return to school in the fall." The number of such part-time and vacation permits issued exceeded the number of full-time working permits during 1927 in the District of Columbia, Indiana, Maine, Vermont and Wisconsin, and in Lynn, Grand Rapids, Lincoln and Chattanooga.

This in itself constitutes a serious problem. It is not only necessary to determine that children working during vacation periods are employed in suitable and non-hazardous occupations, but to see that children working before and after school hours are not putting in too long a working day in their combination of school and employment, or are not failing in their school work as a result of their employment. Recent studies of the National Child Labor Committee in several states indicate that many children so employed are carrying a load far too heavy for immature shoulders.—*The American Child*.

Our country has definitely relinquished the old standard of dealing with other countries by terror and force and is definitely committed to the new standard of dealing with them through friendship and understanding—I shall resist any attempt to resort to the old methods and the old standards.—*Calvin Coolidge*.

What the American Federation of Teachers Is Doing and Attempting to Do

(Adam Coaldigger, in *The Illinois Miner*.)

Are you one of those who haven't heard about the up-and-going American Federation of Teachers? And is your community one of those not blessed by one of their locals? In that case, folks, better wake up.

I came in contact with them first last summer, and since then have been trying to keep such an eye on them as my cabbage plantation and this column would permit. And my admiration increases with my knowledge of what they are doing—and attempting to do.

And what a flood of memories of my own school days are unloosed! I always had a high and perhaps even an exaggerated opinion regarding the value of education, due to the fact that I never had much of an education myself. My alma mater was a parochial bauernschule in a part of Germany where, at that time, at least, disbelief in witches, spooks and the potentiality of comets as war-makers was regarded as *prima facie* evidence of sinful aufklärung if not downright heresy.

My teachers, all able-bodied men, with high muscular development, were devout believers in the infallibility of the hazel rod as a pedagogic instrument, and called the day lost in which said implement of education was not applied either on my hands or on that part of my anatomy with which I polished the school benches when not standing in the corner with a foolscap on my noble brow.

* * * *

And yet I was far from being a fool, as any one will realize who has read this column for any length of time. (Thank you.) To start with, I was a voracious reader, devouring anything printed from *Indianer and Ræuber Geschichten* to Goethe's *Faust* and Heine's songs.

The only books I objected to were the ones we had in school. They were so unspeakably dry as compared to all the other books I read on the sly. History, of which I became very fond in later days, was a collection of meaningless dates. King So-and-So was born on such and such a date. A great general marched up the hill on the morning of June the second, A. D. 1659, and marched down again that evening. And what I learned from this sort of history is all summed up in the old doggerel:

The grand old Duke of York
He had ten thousand men.
He marched them up a hill one day
Then he marched them down again.

CHORUS.

And when they were up they were up!
And when they were down they were down!
But when they were only half way up,
They were neither up nor down!

* * * *

For a while I also took very kindly to the Bible, or rather to the Bible stories as taught in our school, due perhaps to the fact that they contained few dates and that if some of these old Hebrew generals in the stories marched up a hill, they usually came down with the bacon to show that the battle for the Lord wasn't all for glory.

I am still of the opinion that the Bible is greater history than nine-tenths of the late-illuminated fairy tales that have been written since, and had it not been that at a certain point in my educational career, the memorizing of Bible pages was added to the hazel-rod as a means of punishment, I might have become a great Bible student.

* * * *

Besides history and primitive theology, I had a fondness for composition—essay writing, they called it. But here, wide reading, for one so young, and a very vivid imagination became serious obstacles. I couldn't stick to the narrow text of themes as prescribed by my hazelrod pedagogues. Try as I would, I would drag in my Aufsätze ideas and material I had discovered in forbidden books. Every literary effort was followed by increased application of the hazel-rod until they finally succeeded in beating me into literary regularity and dullness.

Drawing was another one of my gifts from nature. By the time I was 10 years old I could draw any animal I had ever seen in any position desired.

I could draw a cartoon of red-headed and red-nosed Carl Schmied, one of my worst teachers, so even he could recognize it in the drunken stupor which was his normal condition, and break, in appreciation, three fresh hazel-rods on my back. Besides, free-hand drawing was clearly out of my sphere. Father was a Moebel Schreiner (cabinet maker) and what a prospective cabinet maker like

myself needed was mechanical drawing, which I hated with every ounce of my young and artistic soul.

Then there was a decided talent for music, strangled, mangled, and almost killed, in the playing of endless scales in whole, half, quarter, eighth, sixteenth and thirty-second notes, in staccato, legato, and every phrasing that my militaerkapellmeister teacher could think of; with never a song, melody, dance, march, or even an explanation of the why and wherefore of the damned scales, arpeggios and finger exercises, until I hated the very sight of a note-book or musical instrument.

Here then were my talents: Composition, history, drawing and music. Real pedagogues would have guided me along those lines. But being vicious asses, they did all in their might to cramp, warp and beat me out of my natural bents in the holy name of conformity to class and curriculum.

* * * *

Had it not been for my teachers, I might have become a famous author, historian, painter or musician, and made that confounded Bauernest in Schwaben celebrated. As it is, I remained a talented amateur in these arts in spite of the fact that after my escape from school, I spent the remainder of my youth in a heart-breaking struggle to undo the work of my teachers. So if I don't know much about pedagogy, I have some well-defined notions of what it should not be.

* * * *

Of course, times have changed since then. There is considerably more sympathy and understanding on the part of teachers today. And yet I think that no end of talent is crushed by present day factory methods in the school room.

All in all, the most hopeful sign to me is this union of the teachers, proudly affiliated with the American Federation of Labor, the delegates taking their places in every city and state labor body where they are organized. Here is an organization which, like all labor unions, aims to raise wages, improve conditions and bring into the lives of the teachers that most precious heritage of mankind—liberty. Here is tolerance, vision, sympathy with the labor movement.

The organization is not yet as large as it should be—and as proper co-operation on the part of other union men and women would help to make it. But they are blessed with splendid vision and courage.

They see war in all its hideousness, the exploitation of labor for the unholy thing it is.

And this understanding and vision they bring to the boys and girls whose opinions they so greatly influence. How could poor Carl Schmied influence me in the direction of things beautiful and good? He had no vision. His heart had not been touched, his soul never stirred, by a great cause. To accomplish great things men and women must be inspired. And this is one reason why the American Federation of Teachers will one day be a large and powerful union.

MENTAL HYGIENE IN THE SCHOOLS

(Continued from Page 5)

life. When she entered high school in Chicago she did not know any other students and, being rather shy, did not make acquaintances easily. She was doing poor school work and was very unhappy here, talking always of the South and her desire to go back. The Council made some social contacts for her and helped her to get into a girl's club. Since then she has changed her attitude, likes school and has done excellent academic work.

WORKING WITH STUDENTS

Not all of the problems which come to the Council are solved so easily. Some have deep-seated bases which do not yield readily to treatment, others are the result of family and social conditions which are difficult to treat. In any case, however, an evaluation of the student's ability and the possibilities of treatment are made and in all instances this is helpful in working with the student.

Although this description has been of only one unit doing mental hygiene work in schools, it is typical of the child guidance clinics in school. The emphasis in all the clinics is on the child as an entity, not just as a student. Study and treatment are carried on considering the total personality of the child. Only by such a consideration can we begin to understand a child.

The outlook for mental hygiene in the schools is good. The growing school curriculum could hardly fail to take in this increasingly important phase of education and, judging by the number of mental hygiene centers in schools, both public and private, and all types from nursery schools to colleges, this expansion has begun.

A sound discretion is not so much indicated by never making a mistake as by never repeating it.

Attack Teaching of Thrift Habits In School System

Believers In "New Theory" Would Urge Child to Spend Everything Rather Than Save; "Poor Richard" Old-Fashioned Now, They Contend.

A revolt against the present teaching of thrift in the common schools of the country is being nurtured by educational economists who have been making studies of such teaching in the light of the modern industrial system.

Professor Harold F. Clark of Teachers College, Columbia University, is firmly convinced that the principles of thrift as inculcated into youths by teachers and text books has had much to do with economic depressions in the past and with the intensifying of the industrial system will have more to do with such depressions in the future unless a change is made.

Professor Clark is an expert in educational economics and for several years has been collecting data from all parts of the country for the barrage he expects to lay down on the heads of those who persist in holding to the philosophy of Benjamin Franklin in that reward as a model.

"MORE HARM THAN GOOD."

Poor Richard's ideas of thrift have been excellent in the less complicated society of his day, but it has no place in the scheme of things in 1929. In fact, it has done more harm than good and it is time to begin giving sounder principles of economics.

"We take too narrow a view of thrift," says Professor Clark. "We could do our society a service if we stopped talking about saving and began to explain in a sensible way the intricacies of our present industrialized structure. It is silly to think that we can save in the Franklin way. His was the method of a primitive society. The ordinary person thinks of saving by actually holding on to nickles and dimes. The children are so taught. A dime put into a bank is not 'saved,' but it is put into production goods by the bank, and present-day teaching which does not point that out is tragic and bound to lead to trouble.

"When every one is running to the bank with money, the result is more production goods than can be consumed and we have a business depression. As soon as the depression comes there is a greater tendency to 'save' even more, and thus the trouble is intensified. Depressions would end sooner than otherwise if every one would spend money during

bad times instead of 'saving' it. Depressions, of course, are not wholly caused by this faulty conception, but they are accentuated by it."

His first step would be to cast all existing books on economics for the grade schools into the discard and call for a complete new supply.

WOULD SCRAP SCHOOL BOOKS.

"I do not know of a single text book on economics which has kept pace with our modern life," the professor says. "They all have the same fundamental principles. They are nothing short of vicious. Many books on the subject begin by making excellent declarations, but before they finish with their explanations they are basing their ideas on out-worn principles. Borrowing a slightly exaggerated statement from a fellow economist, 'modern' text books are in no sense modern and they fail to grasp the fact that if the working world would stop for two weeks every one would starve, even though he were a millionaire."

Henry Ford, who is quoted in class-rooms chiefly for his dislike for history, had a recent tiff with the Boy Scout chiefs and representative bankers when he told an eager young questioner that the way to success was to spend and not to save. In this Professor Clark upholds the Detroit manufacturer.

"SAVING" IS TAUGHT.

Public school systems throughout the United States teach "saving" as a part of the regular list of subjects. Banking days are set aside on the school calendars and in many cities time off from school hours is allowed the children for the purpose of taking their savings to the grills. Slogans of various kinds have been adopted and sayings of prominent men on the subject of economy are placed on walls. A book, *School Savings Banking*, published by the American Bankers Association, is widely circulated, Professor Clark says, and in it are quotations from famous men "which, when made, were probably true in a limited way."

The quotations are these:

"Economy makes happy homes and sound nations: instill it deep."—George Washington.

"Teach economy; that is one of the first virtues. It begins with saving money."—Abraham Lincoln.

"If you are sure you are beginning right, begin to save."—*Theodore Roosevelt.*

"The way to wealth is as plain as the way to market; it chiefly depends on two words—industry and frugality."—*Benjamin Franklin.*

School children are taught to keep their teeth clean. Samples of tooth paste are distributed, just the same as the bankers' propaganda, but they are taught why teeth should be in good condition and what will result if they fail, whereas, Professor Clark contends, they are not being taught the facts about saving.

Electricity for the Home

When the average American worker, earning his twenty-five dollars a week or less, comes home from his day's toil and sits down to his evening meal, he does not realize that for the use of his 110-watt light overhead he pays tribute to the \$10,000,000 corporation which may employ him during the day. For so is the electrical business arranged at present that the small home consumer of electricity pays part of the cost for keeping industry running. As a matter of fact, the worker in his little flat, out of his meager earnings, pays about five and one-half times as much for a unit of "juice" as does his employer. This startling state of affairs is revealed in a remarkable booklet on "The Cost of Distribution of Electricity to Domestic Consumers," published as a sequel to "What Price Electricity for the Home," by the same author, Mr. Morris L. Cooke, consulting engineer, former director of Pennsylvania Giant Power Survey and past president of the Taylor Society.

The facts in this pamphlet are directed to the attention of all home users of electricity and especially to the Federal Power Commission and the several State Public Service Commissions. It is published as an open letter.

"MILKED" BY POWER TRUST

According to Mr. Cooke's survey, if the domestic consumer—that is, the home user of electricity, whether for lighting, for ironing, washing, etc.—pays more than 5 cents per kilowatt hour for his electricity, he is being milked splendidly by the power trust. Examine your next electric bill and see how close you are to this figure.

Even then the 5 cents includes items that do not actually represent necessary elements in production and distribution of electricity. As the pamphlet

warns: "In the calculation of this study, no attempt has been made to distribute any share of the general equipment investment or general and miscellaneous expenses to *transmission* and *distribution*. Neither has the item appearing in some reports, 'Unfinished Construction,' been included. In those general expenses are often hidden unnecessary fees and expenses to insiders, to holding companies, for propaganda, etc." Evidently this is where the three-million-dollar slush fund, unearthed by the Federal Trade Commission, comes from to subsidize schools, colleges, professors and newspapers to favor high rates for the power interests.

TOTAL ACTUAL COST LOW

The pamphlet analyzes in detail what the actual costs of bringing electricity to the home really are. Generating or producing one kilowatt hour of electricity costs no more than between one-half to one cent. This cost includes taxes, depreciation, interest on the investment, as well as operating costs. And it doesn't cost even a fraction of a cent more to generate electricity to be used in the home than that consumed in the largest industrial plant. The entire cost of transmission; that is, getting the electricity from the power house to the sub-station for distribution, is no more than three-tenths of one cent. To it may be added the cost of distributing this electricity, which includes charges on fixed investments in wires, poles, meters, transformers, etc., amounting to \$7.50 a year per consumer. Figured on a basis of a kilowatt hour, it means that another cent and one-half should be added. For good measure allowances are made for loss of current in transmission, cost of handling consumers' accounts and the general costs that cannot be itemized. With all these liberal allowances the total expense incurred by power companies, according to this investigation, for generating, transmitting and distributing electricity to the home reaches a maximum total of between 3.9 and 4.5 cents per kilowatt hour. What are you paying for yours?

Yet in the face of these facts a list of present rates prevailing in cities of New York State and printed in the pamphlet shows a range all the way from 4.5 cents enjoyed by only one city to 17 cents per kilowatt hour! And this in a state where water power for the generation of electricity is present in abundance.

MUNICIPAL PLANTS' RATES LOWER

One statement especially is significant. Mr. Cooke in his investigation found that those electric plants

owned and operated by the municipality show a transmission and distribution cost of 20 per cent lower than those privately run. Is it because public power stations don't pad their costs by including propaganda expense?

"The Cost of Distribution of Electricity to Domestic Consumers" is an eye-opener to those who always regarded present high electric rates as beyond reason. The facts are there and the power interests certainly will have to think up new stunts to disprove them. The pamphlet is not an irresponsible diatribe against the present practices of the electric light and power industry. It is a conservative analysis backed by thorough investigation and professional understanding of the industry. Every statement is substantiated and verified by close examination of costs of many existing power companies as supplied by them to the various public service commissions. It is a story "out of their own mouths."

The conclusions are startling only because of the carefree manner in which the small or domestic consumer is being mulcted by the power interests. They should cause a revolution in the method of rate setting. As far as the average householder is concerned Mr. Cooke's analysis of the rate problem is the best thing that could have happened. Like the Roman gladiator, we who suffer from outrageous electric bills salute him.

When one hears a person say that organized labor is always right it sounds rather ridiculous, but while the workers set up no claim of infallibility, there is still a lot of truth in what William E. Gladstone said a half a century ago when he declared: "I painfully reflect that in almost every political controversy of the last fifty years the leisure classes, the educated classes, the wealthy classes, have been in the wrong. The common people—the toilers, the men of uncommon sense—these have been responsible for nearly all of the social reform measures which the world accepts today." In our own United States during the past fifty years the same thing has been true. Practically every humane law that we have on our statute books came about through the efforts of the organized workers, and many of them required years of determined fighting under most discouraging conditions, but in looking back over the years the toilers can feel that their labor and their sacrifices were well worth while.

TENNIS AN INTERNATIONAL SPORT

Lawn Tennis the One Game In Which Many Countries Engage

Baseball is decidedly an American sport, just as, opposite it, cricket is commonly associated with everything British. Golf, even, is American and British almost exclusively, when the famous matches are remembered.

Tennis, however, comes near to being a genuine international sport. In recent tennis matches, it is pointed out, not only Americans and Englishmen have taken part, but French, Italian, Australian, German, Japanese, Spanish, Argentine, and Dutch players have all had their places.

Nor is tennis a new sport. On the contrary, it is quite respectably an old game, for *Webster's New International Dictionary* begins its definition with the words "an ancient and complicated game." The older game of tennis was, properly speaking, "court tennis," being played in an inclosed court, usually a covered building. The walls and a wall projection besides the marked floor and net, with various openings, were all used in the play.

Such an inclosed court once figured very prominently in history. It was at the very beginning of the French Revolution when, the representatives of the common people finding themselves locked out of the regular assembly hall by the King's sentries, adjourned to a nearby tennis court and there took the famous oath "never to separate until they had established the constitution on a firm foundation."

Tennis as we know it today is, strictly, "lawn tennis." But the word itself is the same, from Middle English "teneis, tenetz," though otherwise of uncertain origin. Perhaps it is related to the French, "tenez," to hold or take it, putting it in the well-known family of "hold" words which include tenant, tenable, tenacious, etc.

The use of the word "love" in counting the score, when there are no points on one side, is common to other games also. It is perhaps akin to the phrase playing "for love," when a game is played without stakes. That is to say, if a player makes no points, he gains nothing, and his score is therefore simply "love." This origin is not specifically given, it should be added, by any authority.

Remember what Simonides said—that he never repented that he had held his tongue, but often that he had spoken.—*Plutarch*.

Mass Education In China

By P. W. KUO

Director, China Institute in America, and member of the Board of Directors of the W. F. E. A.

Rapid political changes in China during recent years have attracted much attention of the world. Very few, however, are aware that a gigantic educational movement is taking place there—an undertaking destined to be larger in scale and more significant in its influence on the future civilization of mankind than any movement hitherto attempted. The Mass Education Movement, originating in the educational work in the Chinese labor camps in France during the Great War, and passing through a stage of experimentation in various centres, has now attained a nation-wide scale. It has already reached five million people, young and old, men and women, who have been taught out of illiteracy by one hundred thousand volunteer teachers.

The success of the movement is in a large measure due to the introduction, so much advocated by Dr. Hu Shih and others, of the *Pai Hua*, or colloquial style, in writing. For thousands of years the educated Chinese have been accustomed to the classical style in their writing, which, far removed from ordinary speech both in vocabulary and in syntax, is as unintelligible to the common people in China as Latin is to the average European or American. With the use of colloquial style in writing, however, the problem of illiteracy is reduced from teaching an unknown language to teaching written symbols of the language used in every day life. This latter problem is further simplified by the scientific selection of a vocabulary of about thirteen hundred most frequently used words which are sufficient for simple reading and ordinary correspondence. These are taught in a course of ninety-six lessons which can be completed in sixteen weeks if one spends an hour each evening on week days.

EXPENSES KEPT LOW.

Aside from the simplification and popularization of the written Chinese language, the movement was capable of rapid progress because expenses were kept at a minimum. The series of readers for the complete course costs only twelve cents Chinese money, which is little more than a nickel, and the teaching is entirely done by volunteers who, except for small traveling expenses in certain cases, receive no pay whatsoever.

The organization and supervision of the work is carried on by a national organization under private auspices, known as the Chinese National Association for the Mass Education Movement. When the office opened in Peking, Mr. Y. C. James Yen, promoter of the movement and general director of the Association, had only two half-time clerks. Now the Association has acquired a staff of unusually strong personnel. Men who are classical Confucian scholars, men who have received their training in the best universities abroad, men who have been college presidents, all find the cause worthy of their best efforts, in spite of drawbacks in financial return and personal comfort. These men have been able to steer the movement clear of political entanglement and to make steady progress amidst flood, famine, and civil strife.

MODEL COMMUNITY PLANNED.

The movement is by no means limited to an extensive project of teaching, reading and writing. An intensive experimental program is carried on in a restricted area, the district of Ting Hsien, to discover the most efficient means of educating the people. The district is to be made a model community, demonstrating to other parts of China the value of and the necessity for work of the kind. Such subjects as civics and sanitation are given much emphasis. But perhaps the most important as well as the most interesting part of the program is raising the economic level of the people by the development and demonstration of improved agricultural methods, improvements which do not involve any radical reorganization but which can be easily incorporated in existing methods. As an illustration of the interest and enthusiasm of the farmers, forty thousand came from all neighboring villages to see an agricultural fair recently held in the district, where improved methods were demonstrated, new implements exhibited, and competitions held for the best products of all kinds. They were very much astonished to find, for instance, that a new water-wheel which does more work than the old model actually costs less money, and returned with a progressive vision as well as concrete practical ideas.

The far-reaching influence of such work cannot be over-estimated. Considering, side by side, the rapid progress of the movement and the handicap China has had during the last several years, no one will doubt that for the next few years it will meet with still greater success. It cannot be long before the Association will have attained its object of

eliminating illiteracy and making new citizens for China. And in making new citizens for China, it is at the same time making new citizens for the world.

"A GREAT NATIONAL EVENT"—WHAT IS IT?

WASHINGTON.—(FP)—Everyone is used to seeing special stamps, issued by the Postoffice Department to celebrate anniversaries of great events, and incidentally to please the stamp collectors. Also, Americans are used to being exhorted, by special cancellation stamps on their letters, to go to military training camps. But not until January 19 of this year did anyone try to get the Postoffice to celebrate an anti-war step by the government.

On that day Dorothy Detzer, executive secretary of the American branch of the Women's International League for Peace and Freedom, wrote a letter to Postmaster General Harry New. She said: "May we respectfully ask if the Postoffice Department would consider the possibility of issuing a Peace Pact stamp to commemorate the signing and ratification of the Briand-Kellogg Treaty? We believe that the American public would welcome such a stamp."

* * * *

Three days later New replied that "Although the cause of world peace is deserving of every possible encouragement, the Department is not in a position to issue such a special stamp as you suggest." He gave no special reason for this inability, except that the Department had been called upon to issue an unusually large number of stamps, both regular and commemorative.

This reply did not discourage the W. I. L. secretary. On February 6 she again wrote, forwarding a resolution adopted by her national board on January 29, asking that the special stamp be issued. "We ask this," said the resolution, "because we believe that the ratification of this Pact is a great achievement of American diplomacy and marks the beginning of a new era in the history of the world and it should be so commemorated."

* * * *

But neither was the Postmaster General—who is generally held to be the political weather-gauge of his administration—converted by a mere resolution. Back came his response on February 9: "Special stamps are issued only in commemoration of some great national event or some deceased individual whose achievements appear to entitle him to it."

What was more, New said, special stamps are more expensive than the regular ones to print.

Still trying to win the Coolidge-Kellogg administration to see the Kellogg treaty as a worthy achievement, Miss Detzer replied: "It has been my conviction and I am sure it is shared with thousands of other citizens of this country that the signing and ratification of the Peace Pact was not only a great national event of first importance, but certainly the most outstanding undertaking of the Administration of which you are a part. It would seem that the issuance of such a stamp would be a most fitting recognition of this great event, and a fine tribute—not to someone who is deceased, but to a fellow member of the president's cabinet.

"You inform me that there is considerable expense in issuing special stamps. Therefore may I suggest that if it is impossible to issue the special postage stamp, could there not be a special cancellation stamp which would carry the statement of the event and the translation of the now famous Latin phrase engraved on the gold pen given to Secretary Kellogg by the city of Havre—"The Peace Pact is Signed and Ratified. If you want Peace, prepare for Peace."

* * * *

Harry New, veteran Indiana politician, stood his ground. He would not tolerate any of this peace propaganda, either in postage or in cancellation. From a sickbed, a year before, he had ordered the suppression of the sticker-stamp issued by the Anti-Imperialist League which called attention to the conquest of Nicaragua by American marines. He would not permit the Jane Addams organization to spoil the effect of his training camp propaganda by means of any cancellation stamp now. Peace was a worthy cause—if not taken too seriously. New was a lifelong political jobholder and flag waver.

Now the Women's International League will try again, with Herbert Hoover, Quaker, in the White House, and Walter Brown, former war-relief administrator, in New's job. But they are not confident.

The equipment of two railway cars as an experimental "school on wheels" to meet the needs of children in outlying settlements of northern Ontario has proved a decided success. The cars visit six to eight settlements a month, stopping at each place for three to six days' instruction, the children being provided with home-work for the intervals.

Fascism in American Education

(A Foreign Impression of the American Federation of Teachers and the Seattle Case)

Has a school board the right of dictating to an American teacher the organizations to which he may or may not belong? Or would this cause an infringement on the already scanty or much praised civil rights of teachers?

These were the issues in the recent fight which took place in Seattle, Washington, between that city's school board and its teaching body, organized into a local union of the American Federation of Teachers.

Some months ago the high school teachers of Seattle took the initiative in forming this new local of the American Federation of Teachers (affiliated to the American Federation of Labor) with a membership of more than one half of the teaching body. The new union became active at once, both in the Central Labor Union and in matters of school policy. In the school board election a ticket of progressives, sympathetic with the aims of organized labor and its educational program, was sponsored by the teachers' union to replace the conservative superintendent of education and business men's school board then in office. While the Babbitts i.e. ultra-bourgeois were re-elected, their margin was so narrow as to make them fear for their fate at the next annual election.

FOUGHT POWER TRUST

Then the organized teachers took up the fight against the *Power Trust's* propaganda in the schools. It was at this point that the counter attack began.

American public school teachers, except in the eleven states which have a tenure law, have no tenure of office but receive a yearly contract. This spring, at the time when Seattle teachers were to receive their contracts they received instead what Labor terms a "Yellow Dog Contract." This document pledges the signer not to join any union affiliated to organized labor, while in the employ of this particular organization. The "Yellow Dog Contract" has long been employed by American employers against unions of industrial workers and has been held legal by the courts, but this is one of the first instances in which it has been utilized in the educational realm.

The Seattle teachers were given to understand

that only those teachers who signed the Yellow Dog Contract would receive their reappointments for next year's work.

Indignation and protest were immediate, for this involved approximately one half of the teaching body. Protest meetings were held not only in Seattle but in various parts of the country, and demands in the name of "Democracy", "Civil Liberties", etc. were made on the Seattle Board that it withdraw its action.

FIGHT TO COURTS.

Acting on advice given by the national offices of the American Federation of Labor and American Federation of Teachers, the Seattle union decided to take their fight to the courts. A temporary injunction was obtained by the union against the school board's action, pending a decision of the case in the courts.

In the meantime, school boards and teachers throughout the United States watched for the outcome.

In May the court handed down its decision, upholding the legal right of the Seattle School Board to force such a contract on the teachers! The union, of course, had lost.

Strangely enough, the teachers had expected to win.

What, now, was to be done? The union wired to William Green, president of the American Federation of Labor, "Shall we sign or not"? Green wired back words to the effect, "Use your own judgment!"

The teachers, with a somewhat shaken, but still remarkable faith in the justice of capitalist courts, decided to appeal the case. *In the meantime they signed the Yellow Dog Contract.*

As a body these teachers renounced their elementary rights of trade unionism. One may well ask, "What price a job?"

FOUND CONFUSION

In fairness to the Seattle teachers it must be said that they were but following out the implications of the counsel given them by their national union advisers. Where they looked for leadership, they only found confusion.

What is the situation in Seattle today? The teachers are thoroughly humiliated and frightened and, above all, confused. This is not a consequence so much of their defeat, but rather the result of the fight not having been conducted in a sufficiently clear and militant manner.

The local union is being kept alive by those two or

three teachers who were discharged for refusing to sign the notorious contract, together with a small number of professors from neighboring colleges. The bulk of the union membership is gone.

Some advance the forlorn hope that "if" the union wins its case against the Seattle school board in the higher courts, the former membership will then be "free" to re-join!

What are some of the lessons which American union teachers may draw from this Seattle experience?

MUST PREPARE.

(1) We must prepare ourselves to meet such fascist methods in education. Seattle promises to be no isolated instance. We must become realists, re-orientating ourselves to the school situation in America today. For belief in Democracy in Education and in politics has proven a costly illusion. We must recognize business control of state and school for what it is, and plan our organizational campaigns and general methods of work accordingly.

(2) It is an essentially incorrect policy for labor to appeal to the courts for "Justice" for the same business interests which are fighting us in the schools control the courts. Rather, union labor should rely on its own power to win its battles, and concentrate its energies on a militant clean struggle. Resort to the courts means expense, delay of action, confusion among membership, and, most important of all, liquidation of labor's fighting force through its direction into a blind alley.

(3) What the American Federation of Teachers needs is not less but more militancy. Criticism has been made by some unionists that the Seattle teachers made a mistake in becoming so "militant" so early in their union history. If they only had not attacked the power trust propaganda in the schools so vigorously or entered the school board elections so openly perhaps the authorities would have let the new union be, for a while, etc.

CHOOSE WRONG TACTICS.

The mistake of the Seattle teachers lay not here, for such activity aroused the teaching body to the true value of unionism as evidenced by the organization's substantial growth in membership during this period. Rather their mistake lay in the main tactics which they chose for the climax of their fight. It is significant that these tactics are the accepted policy of the American Federation of Teachers, and in general of all A. F. of L. unions. A. F. of T.

locals do not use the strike since "teachers are public officials." Instead of direct action, the union uses "persuasive" methods of "pressure of public opinion," appeals to "Fairplay" and "Democracy" and finally, resort to the courts. The support of organized labor is naturally invoked, but this takes the form of "protests," declarations and meetings. Under these circumstances, defeat is almost inevitable.

If, when the crux of the struggle came, there had been a general strike in Seattle of all organized workers, including the teachers, the outcome might have been quite different. In any case the solidarity and morale of the teaching body would be much better than it is today.

(4) The final lesson which Seattle points is the urgency of extensive and militant organization of American industrial workers and teachers. Barely one per cent of the teachers are unionized, and a scant 12% of all workers. Such unionism as exists is quite out of line with the times, both in form and in ideology.

But unless the masses of the American working class, including the teachers, do organize an effective union movement, what is to prevent the onward march of fascist imperialism in American schools and general political life?

MYRA PAGE.

Reprint from *The Teachers' International*.

SAFETY FIRST IN LIFE INSURANCE

By G. W. PERKINS

Vice President, Western Representative, The Union Labor Life Insurance Company

We sometimes meet with the statement by trade unionists and trade union officials that they have been offered group insurance that also includes health and accident insurance in one group policy; that some companies will sell a group policy covering only fifty members where the membership is three hundred or more; and we are asked if The Union Labor Life Insurance Company will issue a like kind of policy.

Our rules, and so far as I know the rules of practically all regular life insurance companies, prohibit a group of less than fifty or less than seventy-five per cent of the entire membership. Moreover, I know of no old line insurance company that would sell a group policy covering death, disability, double indemnity and health and accident insurance. There are concerns, however, that do. A certain large

organization about six months ago was persuaded to take out such a policy. After contributing premiums for five months, the agency faded out of the picture and the union lost all that it had paid in.

As a trade unionist, I am giving you this information for what it is worth. I should dislike to see a local or international union become involved in an impossible scheme that ultimately would not work out to its advantage in any kind of an insurance company. Our company can do anything that any other straight life insurance company can do and keep on safe ground. Our premium rates for group insurance and individual insurance are predicated upon American Men Ultimate Table of Mortality, which makes them absolutely safe. The line of policy we pursue is predicated upon experience, hence we know it is safe and sound.

I always say to every trade union group that I address that I would not sell them any kind of a policy that wasn't safe and sound. Any form of contract that would be hurtful to the union would also discredit The Union Labor Life Insurance Company. As a trade unionist holding a paid up card and as a representative of The Union Labor Life Insurance Company my interest works both ways, and I fully realize that that which hurts one hurts the other. I will not knowingly hurt the trade union cause.

We ask Labor to carefully scrutinize Labor's own insurance company, and then invite and urge you to favor The Union Labor Life Insurance Company with your insurance.

"OLD AGE PENSIONS"

By Reinhold Niebuhr

*Former Minister Bethel Evangelical Church, Detroit,
now of Union Theological Seminary, New York,
New York Local 5*

(Detroit Times)

Mr. B. C. Forbes, financial expert of the Hearst newspapers, can hardly be regarded as an irresponsible radical. Perhaps that is why a recent article of his on the ruthlessness of many industrial concerns in dropping old men from their payroll without making any provisions for pensions has caused so much interesting comment from all kinds of people. The fact is that industry is more heedless at this point than at any other.

The modern machine gives every advantage to youth over age. No great skill is required to operate an automatic machine. But a strong back is neces-

sary. Consequently the old man is always being pushed out by the pressure of young men seeking employment. The system is called "weeding out the inefficient." A man over 55 is becoming increasingly insecure in his job and once a job is lost, a man over 45 has little chance of finding one in competition against younger men.

The industries which are most ruthless in this matter (not so much because of malice, but because of the nature of modern machine industry) are also the most prosperous industries in America. The same machine which junks old men creates tremendous wealth for those who own it. Ought not some of that wealth be used to give protection to the men whose lives are spent in the service of the machine? Ought the community be called upon to support philanthropically those used up by industry?

The automobile industry is fairly young. It has just about run the span of one generation of workers. That is why it has not been forced to face this problem as seriously as it has been faced in other parts of the country and more particularly in Europe. But it is a problem in human justice which can not be evaded. If it is it will ultimately bring revenge upon those who are indifferent to it.

A great many men who are altogether indifferent to this problem profess to live by the principle of the golden rule. Let them grant to others what they desire most for themselves, security, particularly security in old age. We justify most of our business activity in terms of our desire to protect our own and our children's future. Very well. That is a universal desire and one sufficiently justified to demand the attention of society.

If we withhold the gratification of a desire from others which we indulge ourselves we build our common life upon insincerity. Here is a contemporary problem in justice that every one interested in the better life must face. Why do not the churches give it more serious attention? It would be much more interesting than many of the issues which we traditionally discuss in our men's classes.

CHILD WORKERS DISCHARGED

PAWTUCKET, R. I.—(FP)—Fifty child workers at the J. & P. Coates thread mills who have been working 10 hours a day are being discharged. A new state law prohibits employment of children under 16 more than nine hours a day. The mill decided there were no profits in nine-hour child labor.

EDUCATION OF OUR CHILDREN

The evident indifference toward the education of our children and the avowed determination to thwart at all costs those who seek to champion its cause in our city, judged by a lengthy article in last Sunday's papers signed by a certain committee of property holders and tax payers, make it almost impossible to speak with moderation. When those who during the past few years have given their lives unselfishly to the development of a system of training that will meet the needs of every child, when those at the head of our school system show a personal interest in the life and well being of every child regardless of section and of station in life, have their motive publicly impugned and the work of their life misrepresented and ridiculed we can scarcely answer them and maintain our reserve. Reading this lengthy article we were reminded of an alleged motto of a class of lawyers without the confines of the bar association which is, "when you have a poor case abuse the witness; when you have a poorer case abuse the witness some more."

ACTIVE MANY YEARS

For many years we have watched the activities of a certain group who have immediately sought to discredit anyone who dares even ask for a square deal for our children. Apparently unmindful of the spirit of the government which protects them and heedless of the sources of their own personal wealth, well being and prosperity, at the least provocation they rush into public print and hurl bitter invectives against those who would offer to the children of the masses that type of training the sons and daughters of wealth have long been given.

And all this in the name of tax payers and property owners. As if there is a definite line of cleavage between these and the patrons and the beneficiaries of our public schools. Who are the tax payers, anyway—but the fathers and mothers of our children? Who are the property holders but the patrons of our schools? Who are the beneficiaries of our system of education but the boys and girls, the men and women who serve us and serve with us in the building of a great nation, the perpetuation of democratic institutions and the promotion of the common welfare of all our citizens? Who are these who seek to divide the city into two antagonistic classes, the tax payers and the parents of the children of this city? Who is it who would seek thus to array the one against the other and to save the one by destroying the other; who would seek to build

up the one by denying the other? Who is it who would seek to put any material consideration above the welfare of our children? Who is it who would seek to have us to become so circumspect in our thinking that the two lines that convert the little "S" into the dollar mark shall constitute bars across our vision of common welfare, social progress and simple justice?

SHOULD SEE NEED

Even material considerations alone should lead even the wealthiest to recognize the need of public education. The signers of the article refer to two outstanding philanthropic foundations, the Rockefeller and Carnegie foundations. Is it not true that the work of these foundations is at once an admission of the need of general education and the failure of the state to provide it? Had the state discharged its obligations these funds for public education would never have been necessary. The very authority therefore which they quote against general education is an outstanding admission of what they seek to thwart and throttle. The answer of these is doubtless that they are interested in education, that they believe in public schools. Our response is "*By their fruits ye shall know them.*"

We do not propose to set ourselves up as an authority on the modern school system and what it should teach and as much as we respect the honorable gentlemen who signed this article we must interpose this as to their capacity either to say what should be taught or, judging by their quotations, to select those who might be qualified to speak. We hold no preference for any special scheme of education. We do insist that the only adequate system of education is one that will educate every boy and girl, not simply the privileged few, to take his or her place in the economic and social order. Anyone, any expert who seeks to install or justify any scheme of education that for one reason or another acts as an instrument of selection and dooms to ignorance or comparative illiteracy 80 per cent of our children has no right to determine a school system for the city of Atlanta.

IS CLASS APPEAL

For a quarter of a century our life has been devoted to the promotion of friendly and peaceful relations between capital and labor in this city and country. Although we do not claim for ourselves even a small portion of the credit we do rejoice that the City of Atlanta has for a number of years enjoyed comparative industrial and social peace. The

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apparent wiping out of class distinctions in industry and specially through our public school system and through the industrial relations development of the Federation of Trades and the Chamber of Commerce has been a subject of comment throughout the country. The laboring man has come to feel that the man of wealth, the great capital owner, is his friend and ally. It will be a sad day when this laboring man shall be moved to suspect that men of wealth are seeking to pull away from the worker and by a system of education admittedly illfitted to the needs of thousands of our children confine them to the bottom rung of the ladder. However, we can see in this clever appeal dangers of that very thing.

We have never advocated the needless expenditure of public funds and we stand ready to join hands with anyone who demands efficiency and economy in government. Even tho this city be wealthy beyond the dreams of avarice our public officials would not be justified in wasting money or spending it for purposes that would not fulfill the demands of a public need. Nevertheless we have never sought to picture tax paying as an evil within itself or as a necessary burden to our people.

If our friends would protect the property holders and taxpayers whom they presume to represent they would surely join with us in seeking dispassionately and without prejudice not only the best school system but the best form of city government. We challenge them to join us in such a move. Furthermore they should take the lead in decrying excessive burdens upon our tax payers and property holders, wealthy or poor, no matter by whom imposed. Can this group show a clean record in this respect?

The above editorial by Mr. Jerome Jones appeared in The Journal of Labor of Friday, March 8.

We trust that you will pass it on to others as it is one of the finest statements of the real purpose of education which we have seen.—Atlanta Public School Teachers' Association, by JAMES P. BARRON.

STATISTICS OF NEGRO ELEMENTARY AND SECONDARY EDUCATION

Negro elementary and secondary education in public and private schools has made more progress in the past nine years than in any like period of our history.

According to Bureau of Education Bulletin, 1928, No. 19, United States Department of the Interior, 2,218,312 negro pupils were reported in public schools in 18 southern states in 1926. Of this number 1,055,674 were boys and 1,162,638 were girls. The average daily attendance was 1,563,975.

To instruct these children 47,594 teachers were employed, 38,942 women, and 8,652 men.

While the large majority of colored schools reporting were public, there were 168 private schools with 3,722 teachers and 61,509 pupils.

The libraries of the private secondary and higher schools for negroes in 1925-26 contained 630,892 bound volumes; the grounds and buildings were valued at \$41,044,777 as against \$17,323,108 in 1916.

In the 425 public high schools for colored pupils only, there were 2,566 teachers, and 98,705 colored pupils were enrolled in these and in other schools attended by colored pupils.

The teacher-training institutions for negro students numbered 29, located in 17 southern states and Pennsylvania.

The increasing growth of schools has made a corresponding demand for more and better trained teachers. This demand has caused increases in salaries, which, however, do not yet equal the average of \$1,277 paid both colored and white teachers throughout the United States.

MILLIONS FOR SCHOOLS

New York City spent \$125,258,403.22 on its school system last year, according to the Board of Education's annual report. This was \$10,000,000 more than in the previous year but less than the totals for 1924 and 1925 by \$32,000,000 and \$18,000,000 respectively.

CANADIAN TEACHERS TALK

WINNIPEG, Man.—(FP)—Meeting in Winnipeg July 24 to 27, the Canadian Teachers' Federation discussed overcrowding of class rooms, job conditions, legislative matters, pensions, high school and universities, as well as routine business. The federation has over 50 per cent of the teaching force in Canada outside parochial and French-language schools. This compares with less than one per cent in the American Federation of Teachers in the United States.

The Kalamazoo school authorities have dismissed a woman teacher for smoking. Where there's smoke they fire, you see.

Union musicians in New York City theatres win pay increases of from \$8 to \$15 by the new three-year agreement effective Labor Day.

NAPOLEON AND EDUCATION

L. C. BREED

The student of the career of Napoleon will not fail to be impressed by the interest that he displayed for the education of young men. He established schools and he paid visits to them. It is related that on some occasions he availed himself of the opportunities thus afforded to ask questions of the scholars in much the same way as a teacher would do.

When speaking on this subject, he always laid great stress upon the re-reading of worthwhile books. He proceeded, in some instances, to dwell at some length about it, and drew upon his own youthful experience to illustrate and enforce his comments. He pointed out that in order to remember what one reads, it is absolutely essential to understand what one reads, and, furthermore, reading is of no practical value unless what is read is remembered. Arriving at manhood, he employed the mnemonic system as an aid even to his marvelous natural capacity for storing up in his mind the knowledge he had acquired, and by the act of association he was assisted in recalling a fact when occasion required its use.

INCESSANT MEDITATION

Meditation was another factor in education that Napoleon often inculcated in connection with study. It is a bad practice to read incessantly, even if the books that are used deal with the subject selected for study. Knowledge like food must be digested and assimilated. Furthermore, in the case of men charged with the conduct of affairs, oftentimes during the solitude seized upon for this express purpose, suggestions arise and plans are formed. In Napoleon's case there was incessant meditation until the plan took definite and entire shape in his brain and he thus was able to utilize the data that he had by prodigious labor and an indomitable determination investigated and collected for the purpose of attaining the object that he had in view.

Students that have a competent teacher are enabled to arrive more quickly at familiarity with a given profession or calling than in case of the solitary student. The opportunity thus afforded to ask questions for the elucidation of statements in text-books that are not thoroughly understood is of great service to the scholar. Of even more value is the privilege, which sometimes is accorded to a student, of discussion of a subject with the teacher out of school hours. At some schools important results are secured through the formation of debating societies on the part of students.

Napoleon all through his career made a practice of making notations on the margins of the books which he read. During the time that he was Emperor his private library was comprised of upwards of 5,000 carefully selected works on a variety of topics, and he was in the habit during his reading to make records in the books that he was consulting. This practice was employed while examining reports of his ministers, and also in place of dictating, in many instances, he made notations on letters and turned them over to his secretaries for attention and replies.

Another of his methods, suggested by his orderly cast of mind, and in which he anticipated even the elaborate systems now in use, was that of compiling catalogues and using filing cabinets. He was a rigorous and exacting master, and every clerk realized that he was expected to emulate his example. The use of maps with pins of different colors to show the location of divisions of the army in the field, now a familiar sight in the offices of large business houses to show the operations of salesmen or the localities where they have customers, was early adopted by Napoleon in connection with his military campaigns.

The study of mathematics to which in his school days he gave such thorough attention as to have brought the praise of his teachers, is the foundation on which to build a knowledge of the sciences. This leads to the mention of the fact that among other studies he gave considerable time and attention to acquiring a working knowledge of astronomy.

NEW EVOLUTION ISSUE RAISED IN TENNESSEE

Court action in behalf of Elmôre Gentry, principal of Fentress County High School at Clark Range, Tennessee, charged with violation of the state anti-evolution act by the fathers of two expelled boys, it being considered by the American Civil Liberties Union in case the County Board of Education finds him guilty.

The fathers of the expelled youths, F. O. Dixon and Bart Jones, charged Gentry with using text books banned by the anti-evolution statute. The case came before the board, but the principal's expulsion of the students was upheld. The board decided later, however, to reconsider the evolution charge.

God's sweet dews and showers of grace slide off the mountains of pride, and fall on the low valleys of humble hearts, and make them pleasant and fertile.
—Leighton.

THE PLACE OF INDIAN SUMMER ON THE CALENDAR

People speak glibly of "Indian summer" without knowing when that season should occur, if it does. While everybody knows that it comes in autumn, rarely will you find agreement as to any specific date.

As precise a statement as can be made respecting the date is that in *Webster's New International Dictionary*, as follows:

"A period of warm or mild weather late in autumn or in early winter, usually characterized by a clear or cloudless sky, and by a hazy or smoky appearance of the atmosphere, especially near the horizon. The term is commonly applied to such a period occurring in October or more commonly in November. The name is of American origin, the reason for it being unknown; it is now also used in England."

When Indian summer comes in November in England it is also called St. Martin's summer, since St. Martin's Day falls on November 11. If in October, the period is called St. Luke's summer or the little summer of St. Luke, since St. Luke's Day comes on October 18. And since All Saints' Day is November 1, the period has also been known as Allhallow, or Allhallow, summer.

BOSTON ADVANCES REQUIREMENTS

All candidates for high school positions in Boston must have a master's degree, and candidates for intermediate or junior high schools must be college graduates beginning January 1, 1928, according to the annual report of Supt. Jeremiah E. Burke. Dr. Burke says in his report that:

This raising of academic standards for higher grades of certificates is one of the most progressive and forward looking achievements in recent years. It is a long step in the direction of elevating the teaching profession to a height and a degree commensurate with that of other great professions. We make no fetish of degrees, we believe there are essential qualities in the teacher quite apart from the purely academic influence. A high standard of scholarship always has been and always should be considered a prerequisite for teaching. Manifestly the time has come when we may reasonably require a master's degree of all teachers applying for service in our teachers colleges or in our high schools. This is not imposing an impossible condition upon prospective teachers.—*Am. Ed. Digest*.

THE TEN MARKS OF AN EDUCATED MAN

ALBERT EDWARD WIGGAM

He keeps his mind open on every question until the evidence is all in.

He always listens to the man who knows.

He never laughs at new ideas.

He cross-examines his day-dreams.

He knows his strong point and plays it.

He knows the value of good habits and how to form them.

He knows when not to think and when to call in the expert to think for him.

You can't sell him magic.

He lives the forward-looking, outward-looking life.

He cultivates a love of the beautiful.

—From *The American Magazine*.

"That man, I think, has a liberal education who has been so trained in his youth that his body is the ready servant of his will and does with ease and pleasure all the work that, as a mechanism it is capable of; whose intellect is a clear, cold logic engine, with all its parts of equal strength and in smooth working order, ready like a steam engine, to spin the gossamers as well as forge the anchors of the mind, whose mind is stored with a knowledge of the great and fundamental truths of nature and the laws of her operations, one who, no stinted ascetic, is full of life and fire, but whose passions are trained to come to heat by a vigorous will, the servant of a tender conscience; who has learned to love all beauty whether of nature or of art, to hate all vileness, and to respect others as human."—*Thomas Huxley*, address to a Workingmen's College.

INTELLIGENCE TESTS ARE NOT SUCCESSFUL

PHILADELPHIA—Intelligence tests were condemned by Prof. Andre Morize of Harvard University in an address to the Pennsylvania League of Women Voters.

"I have never seen an intelligence test that actually tested intelligence," said the educator. "I make this statement after completing a survey of three of our best known institutions of higher education. We are losing sight of good, old-fashioned common sense."

Outside activities, over-emphasis on memory work and the "cramming process" were cited as the outstanding evils of the American system of education today.

AUDUBON BIRD PICTURES AND LEAFLETS FOR BIRD-STUDY

The Audubon Bird Pictures Are 5½x8½, All in Natural Colors; Thirty Thousand Dollars Available To Help Children in Bird-Study.

The National Association of Audubon Societies again renews its offer to furnish bird pictures and literature describing birds and their habits. It is through the generosity of some of its members that it is made possible for us to supply teachers and pupils with this material at one-half the actual cost of publication and distribution.

The plan is very simple. The teacher may explain to the pupils that they are going to form a Junior Audubon Club, and have a few lessons from time to time about common North American birds. The teacher will also explain that each child wishing to be enrolled must bring a fee of ten cents in return for which he will receive a set of six beautifully colored pictures of our common birds, made by the leading artists of America. Accompanying these pictures, also, there will be six leaflets written by well known authorities on bird life, telling about the nesting habits of birds, their food, their winter and summer homes, their travels, their enemies and many other facts of interest. There is furnished, too, with each leaflet a drawing of the bird in outline which the child may fill in by copying from the colored plate. Each child receives in addition, a beautiful Audubon button of some favorite bird in color, which is a badge of membership in the club. A new set of pictures, leaflets and buttons is furnished each year to those who wish to repeat this bird-study plan.

Each teacher who is successful in forming a club of twenty-five or more receives a year's free subscription to the magazine, *Bird-Lore*, which is regarded as the leading popular journal on birds published in the world. Where a teacher is unable to form a club of as many as twenty-five a subscription to *Bird-Lore* is not given, but material is supplied the children where as many as ten are enrolled. This undertaking costs the National Association of Audubon Societies twenty-cents for every child enrolled, and the material is therefore furnished at just half the cost of publication and distribution.

The Junior Club work has become very popular in many of the schools throughout the United States and Canada, and altogether nearly four million mem-

bers have been enrolled in bird-study under this arrangement. Many teachers look forward to renewing the work each year, as they have found that by giving it a continuity far better results are obtained. For instance, a child who each year, for five years, has brought his fee of ten cents has had the opportunity of studying thirty birds and if properly instructed has saved all his leaflets which have been bound together in a little book.

Last year 355,486 boys and girls were members of Junior Audubon Clubs. In the State of Illinois 322 Clubs and 13,209 members were enrolled.

This year due to the continued generosity of members and friends, the association is enabled to supply 400,000 children with sets of leaflets. When these are exhausted it will be impossible to supply others this year, unless additional funds should be contributed by those who support the work.

All the teacher needs to do is to explain this bird-study plan to the pupils, collect their ten-cent fees and send them in, and the material will be forwarded immediately. If preferred, however, our circular of explanation, "An Announcement to Teachers," together with sample leaflet will be sent to any teacher making request.

T. GILBERT PEARSON, *President,*
National Association of Audubon Societies,
1974 Broadway, New York City.

LABOR WOMAN WINS SEAT IN PARLIAMENT

A wireless dispatch from London to *The New York Times* under date of March 22 said:

"Jenny Lee, 26-year-old school teacher, won a seat in Parliament today by winning the North Lanarkshire division from the Conservatives. Miss Lee, who is the pretty, dark-eyed daughter of a miner, overwhelmed Lord Scone, her Conservative opponent, by a majority of 6,578. The figures were: Miss Lee, 15,711, and Lord Scone, 9,133.

"With Miss Lee's advent into the House of Commons, England will have a new political personality to talk about. Her father, it is said, never earned more than \$15 a week. The girl had a good board school education, and then went to Edinburgh University, where she took a degree in arts with honors. She won a two years' traveling scholarship on the Continent and was graduated as a qualified lawyer, but has not practiced. She was teaching school in Fifeshire when she was nominated."

NEW YORK BOARD OF EDUCATION LIFTS BAN ON UNION

Action of the Board of Education of New York City in stating its willingness to grant permission to the American Civil Liberties Union to hold a meeting in the auditorium of Stuyvesant High School to discuss free speech ends a controversy of over two years' standing. The Union's battle against what it termed "unfair discrimination" in the Board's refusal to grant the use of public school forums either to the Union or to other organizations using its speakers was at different times waged before the Commissioner of Education at Albany, carried into the courts and before a special committee.

An application originally filed by the Union to hold an "old-fashioned free speech meeting" at the high school was denied by unanimous vote of the Board on May 21, 1926, after Eugene C. Gibney, Director of Extension Activities for the Board of Education, had refused to permit Arthur Garfield Hayes and James Weldon Johnson to speak at the Morris High School under the auspices of the League of Neighbors and the Union of East and West. The Union appealed to the Commissioner of Education at Albany. The Commissioner stated that the school authorities did not object to the speakers or the organization they represented but that the subject "Old Fashioned Free Speech" was controversial and could not be discussed in school halls.

The Union then petitioned for a writ of mandamus to compel the Board to grant the use of the auditorium. Judge Gavegan of the State Supreme Court denied the writ, but required the Board to give the applicant a full hearing. The Board complied, finally granting permission for a meeting under Civil Liberties Union auspices in June, 1927, to discuss the "Growth of New York Since 1900." The meeting was held, the principal speakers being Dean Charles N. Lathrop, Congressman La Guardia and Nelson S. Spencer.

Following this meeting, the Union again applied for permission to hold the free-speech meeting. The Board declined to act, appointing a special committee to go into the whole matter. When the committee, after careful deliberation and further hearings, in which Mr. Louis Marshall appeared as counsel for the Union, was unable to reach a decision satisfactory to both sides to the controversy, the Union withdrew the application at issue and filed a new one identical in terms in order to bring the question again direct to the Board. The recent

favorable decision of the Board is on this last application.

Forrest Bailey, a director of the Union, commenting on the Board's action, states:

"The American Civil Liberties Union is gratified at the conclusion of this long controversy. The decision means that the Board of Education will maintain a broad-minded attitude in the exercise of its discretionary power over the use of public school forums—that speakers and organizations applying for permits to hold meetings will all be treated alike within the requirements of the law and of good taste. This is all that the Union has asked for at any time. We are convinced that the Board would have granted our application long ago had not a misunderstanding been created by the false representations of certain groups opposed to our principles."

WHY PICK ON CHICAGO?

PETTY POLITICS AND OUR PROFESSION

A well-known city superintendent writing to the editor in regard to the politico-educational circus being performed in Chicago says that, in proportion to their size, many downstate cities are just as badly afflicted by politics. He says that in his own little city politics forced into his own corps of teachers a person without a single credit above the eighth grade and without an earned certificate, although there are in the same community and looking for positions six normal school graduates and several others with good qualifications who could have been hired for practically the same salary. He adds that the State must provide a remedy for this condition, since "local communities cannot work it out on account of petty politics."

All this reminds us that we tried to remedy this condition by the "certificating bill" introduced in the 55th General Assembly as Senate Bill No. 180; but this bill was lost because it was delayed by the opposition until it was impossible to bring it to a final roll call, and some of the opposition came from prominent people in our own ranks. During the next eighteen months we must make strenuous and united efforts to raise the requirements for certification and to improve the qualifications of teachers. Let us look to our Committee on Teacher Training for advice.—*Illinois Teacher.*

Knowledge which is acquired under compulsion has no hold on the mind.—*Plato.*

"INTELLECTUAL IMMORALITIES"

Twenty-five kinds of "intellectual immoralities" have been enumerated by Milton Fairchild, director of the Character Education Institution of Washington, D. C., in an effort to constitute a verification of plans for human welfare. A method to determine those in the individual has been worked out on scientific lines by the institution. Among these "intelligent immoralities" are the following:

Carelessness in observations, "sloppy work."

Slovenliness in logic, fantastic explanations.

Confusing opinions with knowledge.

Contentment with "discussion."

Wavering interest, flitting attention, attracted by peculiar superficialities.

Opposition to proof of another's theories because of jealousy.

Impatience, unwillingness to proceed step by step through a research.

Indulgence in dense verbiage for the sake of appearing superlearned.

Popularizing tentative generalizations for the sake of personal publicity.

Resort to the authorities, or to sarcasm and ridicule, against data, arguments and verifications.

CHARACTER URGES

Mr. Fairchild lists the following under the above heading:

Adjustments with environment—the normal child wants to find out how to get satisfaction out of life and to avoid dangers.

Abilities to do things—wants to learn to do the things others are seen doing.

Activities in organizations and teams—wants to take part in all that is going on.

Associations in clubs and societies—wants to join, and to organize socially with others.

Appreciation of beauty and art—seeks pleasure through the discovery of beauty.

Friendships and loves—craves intimate friends and wants to express personal affection.

Knowledge—likes to learn new facts about people and events and things.

Power and influence—wants a chance to be the boss.

Personal qualities and manners—at heart desires to become a gentleman, a lady.

The National Federation of Teachers of the Philippine Islands has been admitted to full membership in the W. F. E. A.

SPEND \$10,000,000 TO HELP YOUTH AVOID ITS MISTAKES

On the campus of the University of Pittsburgh the foundation and steel construction work for a \$10,000,000 Cathedral of Learning, to be 50 stories high and to be dedicated to modern education, has been completed.

Its completion will mark realization of a dream of John G. Bowman, Chancellor of the University, who for years has held that increase of mistakes on the part of American youth, crime, and disrespect for learning can be blamed partly on the methods of dispensing education in this country. Funds for his educational monument were raised partly by popular subscription and the campaign was based on an appeal that education in the United States had the same right to consideration in the matter of inspiring buildings as has business.

Material wealth and material progress were partly to blame in Pittsburgh for relegating what he called "the vital thing" to the cellar, Bowman told *The American Magazine*.

"But in this Pittsburgh did not stand alone," said Dr. Bowman. "On the contrary this attitude reflected a national state of mind, a national failure."

"In literature a really serious book that sells 100,000 copies is a phenomenon in this nation of 120,000,000 people; but a heavyweight championship fight draws 150,000 in a night, while millions listen in by radio. Our young folks yawn in classrooms but go wild over a football game."

Dr. Bowman's edifice is looked upon first as a school laboratory and second as a challenge to the American people to awake to the value of education. Strange as it may seem he intends the work to be done in the new structure to challenge in appeal the lure held for young people by a circus.

"When I say circus I mean any competitor of the school, for youth's interest—the dance, the theatre, football, society, and in a larger sense, business, industry, and getting rich," says Dr. Bowman. "The school's rivals have forged ahead and taken more than is their right, while the school has lagged behind and taken less."

Acting on the assumption that some school buildings are repellent he has caused this new temple of education to be erected.

Bad men spring from bad things; hence let us correct the things.—*Victor Hugo*.

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 383 Bible House, Astor Place, New York.

ON MAKING WHOOPEE

The slang phrase is always in disrepute among good writers and speakers, but sometimes slang, makes its way into more respectable circles. There is a phrase current today which is widely used, in the newspapers, in the movies, over the radio; and that phrase is "to make whoopee."

"Whoop" is a good old English word; it has also been spelled "hoop," and it is still pronounced as though spelled without the initial "w." Of particular interest is the phrase which grew out of this word, "to whoop it up" or "to whoop her up," which *Webster's New International Dictionary* defines as follows:

"To raise a disturbance with or as if with whoops, or shouts; hence, in general, to urge matters on in an excited obstreperous manner; as, a drunken cowboy whooped it up in town." This phrase is marked "slang" in the dictionary.

The unprofessional etymologist can relate the phrase "to make whoopee" to that earlier slang expression.

WHAT IS CALLED "BADNESS" IN MOST BOYS
USUALLY MERELY MISDIRECTED ENERGY

By CHARLES W. BEECHING, *St. Louis.*

There is no such thing as a bad boy. Most of the so-called badness is misdirected energy.

We all know the type of boy called a "bully." Many persons feel that a bully is headed straight for a criminal career, but this is not necessarily so.

Bullying, so-called, is really a form of leadership. The bully of a gang is its leader. Bullying is a natural tendency easily developed by the majority of the boys, and they usually exercise it if they can get away with it.

Another tendency possessed by all boys before the age of twelve is lying. Boys of early age will usually lie to escape punishment. A boy will not generally lie to those he loves, likes, respects or admires, his friends. Therefore, if a boy is made to feel he is surrounded by friends, that he is in a friendly world, the apparent necessity for lying will disappear.

Inasmuch as all of my private interests are on the side of Capitalism, I am honestly in favor of Capitalism. What delights me is the sight of imbeciles whooping for it, whose interests are all on the other side. It is as if rats should form a bodyguard to protect cats.—*Mencken.*

ON THE ROBBING OF CRIPPLED CHILDREN (From *The Illinois Miner*)

(BLES)—Here is a case of child robbery reported by Florence Kelley, secretary of the National Consumers' League, to bring the blush of shame to the cheek of every decent citizen of the State in which it took place.

Joe K—, 15 years old and working in a Connecticut factory, had both arms crushed so that they had to be amputated at the shoulders, while doing, at the bidding of a superior, work which no one had a legal right to let him do.

His wages were \$13 per week. As compensation, he gets half that sum—\$6.50 per week—for ten years, and then nothing! At 25 years of age, he is turned out on the world helpless, mutilated, to live on charity the rest of his life.

However, let us not be too hard on Connecticut. If Joe had lost his two arms while illegally employed in 16 other states he could not have collected a red penny. Illinois is one of these states. Six out of the nine child slaves killed or permanently injured during the month of August in Illinois industries were illegally employed and therefore could not collect a cent of indemnity.

Having been illegally employed, their compensation in states like New York and New Jersey would have been doubled and in Wisconsin it would have been trebled. Incidentally, the penalizing of employers by this method is an excellent means of enforcing child labor laws.

Let us hope that the coming legislature will follow in the footsteps of New York, New Jersey and Wisconsin and thereby place the state of Illinois in the community of civilized commonwealths.

CLASSROOMS—ENGLISH LEISURE

The leisurely manner of English education impressed a young American woman "somewhat jangled by six hysterical years of American college existence," according to *The Vassar Miscellany News*. A letter published in that paper shows how forcibly this quality strikes the visiting Yankee.

The letters avers that she was, after a few days, taken into the sanctum of one of the professors of a great university and given a little fatherly advice. The scene of the interview was a masculine setting in which pipes, tobacco ashes, (shag tobacco), a small coal fire, three or four comfortable chairs and a great jumble of books provided the setting.

"What you need to do," said the professor, "is to learn how to take it easy, and get a rest from the barbarous habits of ten hours a day activities and lectures. Get up about nine-thirty, eat a big breakfast and go to hear some music in the afternoon, two or three times a week we shall meet here about five o'clock, have some tea, smoke, and discuss some matters in English history that have a bearing on the course. After you get to know something about London and feel a bit at home, you can start in your work at the British Museum with some of the tutors who will show you how to use the museums and tell you something about the source materials of English history. After a while, you can begin to think about your thesis. Then you can live in the eighteenth century, read letters, and read the books and communications of people of that era until you begin to know them. After that, about the middle of the year, you can begin to write your thesis." After that, "tea was had."

". . . looking at the pulpits in our many classrooms with the formal and rigid rows of chairs where so many facts are droned with all day, the vision of leisure, tea, time to think and be oneself might cause us to pause and think. . ."—*The New Student*.

TEN WAYS TO KILL AN ORGANIZATION

1. Don't come to any of the meetings.
2. But if you do, come late.
3. If the weather doesn't suit you don't think of coming.
4. If you do attend a meeting, find fault with the work of the officers and the members.
5. Never accept an office, it is easier to criticize than to do things.
6. Nevertheless, get sore if you are not appointed on a committee; but if you are, do not attend the meetings.
7. If asked by the chairman to give your opinion on some important matter, tell him you have nothing to say. After the meeting tell every one how things should be done.
8. Do nothing more than is absolutely necessary; when other members roll up their sleeves, and willingly and unselfishly use their ability to help matters along, howl that the organization is run by a clique.
9. Hold back your dues as long as possible, or don't pay them at all.
10. Don't bother about getting new members. Let George do it.—*The Office Worker*.

WHAT THE NEW EDUCATION BILL IS

The New Education Bill was introduced into the Senate on December 8, 1925, by Senator Charles Curtis, of Kansas, and into the House of Representatives on December 11, 1925, by Congressman Daniel A. Reed, of New York. It contains the following proposals:

Section 1 Creates a Department of Education with a Secretary in the President's Cabinet.

Section 2 Authorizes an Assistant Secretary of Education and other necessary assistants.

Section 3 Provides for the transfer to the Department of Education, the Federal Board for Vocational Education, and of such control as is now exercised over the Columbia Institution for the Deaf and Howard University.

Sections 4, 5 and 6 Define the powers and duties of the Secretary of Education.

Section 7 Provides for a federal conference on education consisting of one representative from each of the Executive Departments.

Section 8 Provides that the Department of Education shall conduct researches covering the whole field of education, and for the distribution of the results of such researches to educational officials in the several states and to other persons interested in education.

Section 9 Provides appropriations for the support of the work of the Department.

Section 10 Provides that the Secretary of Education shall make an annual report to Congress.

Section 11 Is an enacting clause.

B. C. TEACHERS WIN PENSION PROTECTION

Teachers of British Columbia have successfully lobbied a pension bill through the legislature. They are to pay a minimum of four per cent of their wages into the treasury, on which the government is to pay five per cent interest. When the pension comes due, the government is to double the amount, giving the pensioner several forms of annuity.

The qualifying age is 60 for women and 65 for men, after at least fifteen years of service. Teachers who quit the profession have their payments refunded.

Under a law passed last year, public servants may be protected by public pensions if 75 per cent of any group approve. The municipalities assume the employer's portion. Private employers are permitted to use this public pension system for their workers, but not one has yet agreed to. Labor is waging a campaign to force them to do so.

KENOSHA STRIKE SITUATION— GRAND JURY

Desperate at the public condemnation of the Allen-A Hosiery Company, all over the country, for its refusal to arbitrate with its workers, the management of that company and its anti-union allies are attempting to secure unlimited funds for a Grand Jury investigation in Kenosha County. This bill, known as 47-S, was introduced with great secrecy in the State Legislature at Madison by State Senator Conrad Shearer, secretary of the Kenosha Manufacturers' Association.

The Wisconsin State Federation of Labor and other liberal organizations and individuals, including eminent members of the bar, have condemned this bill, because it will allow the unlimited use of private detectives in the Kenosha situation. Attorney General John M. Reynolds of Wisconsin has denounced it as a "vicious bill."

Just what this measure means can be seen from the use similar moneys were put to in a Grand Jury in Kenosha County some years ago. Large sums of money were then expended for the anti-union R. Russell Detective Agency and for prostitutes and the purchase of illicit liquor. The county actually put professional prostitutes on its pay roll at \$15.00 per day, to get evidence out of young men decoyed to hotel rooms. It is for similar purposes that the present funds would be used, as there are ample funds provided for an ordinary and legitimate investigation.

But we are opposed to putting unlimited sums of money in the hands of private detectives after \$7,000.00 has already been expended illegally and without result by former District Attorney Lewis W. Powell, for Pinkertons. It was because of Mr. Powell's failure to go after detectives employed by the Allen-A Company, in violation of Wisconsin law, that we assisted in defeating him for office. Now the Manufacturers' Association has sought to make the new district attorney a mere office boy, so far as prosecutions are concerned, by appointing a special prosecutor. The Allen-A lawyers framed bill 47-S in order to allow private detectives and their prostitute allies to run amuck in Kenosha. But we are opposed to such methods—particularly as it will open the way for the legal sanctioning of gossip, slander and frame-up.

Despite the attacks made on them by anti-union forces of Wisconsin, the Kenosha locked-out workers stand solid in this thirteenth month of the lockout. The indignation of the public everywhere, at the

company's refusal to arbitrate, has led to a tremendous fall in the Allen-A's sales, both in hosiery and underwear. The shipping room is now working only three hours a day, whereas, this should be a rush season.

CHILD WELFARE SURVEY IN RIO DE JANEIRO

Since the time of the famous sanitarian Oswaldo Cruz and his successful campaign to rid Rio de Janeiro of yellow fever, the Brazilian capital has enjoyed an enviable reputation for health and cleanliness as well as for the unsurpassed beauty of its famous bay. One of the phases of public health which is attracting more and more attention in Brazil, as throughout all Latin America, is that of infancy and childhood. It is therefore of special interest to note that the Brazilian Government has recently requested Dr. Fernandes Figueria, a well-known official of the National Public Health Bureau, assisted by Dr. Israel Franca, to make a survey of the present child-welfare agencies in Rio de Janeiro, not only reporting present conditions but making suggestions for possible improvement. The juvenile court, the other sections of the Public Health Bureau, and hospital officials will co-operate in the study.

Beneath me flows the Rhine, and, like the stream of Time, it flows amid the ruins of the past. I see myself therein, and know that I am old. Thou, too, shalt be old. Be wise in season. Like the stream of thy life runs the stream beneath us. Down from the distant Alps, out into the wide world, it bursts away, like a youth from the house of his fathers. Broad breasted and strong, and with earnest endeavor, like manhood, it makes itself a way through these difficult mountain passes. And at length in old age it falters, and its steps are weary and slow, and it sinks into the sand, and through its grave passes into the great ocean, which is its eternity.—*Longfellow*.

The idea of the Teachers' Interchange System, under which 149 British teachers have gone on exchange during the present year to various parts of the empire, originated with three Manitoba, Canada, teachers during the winter of 1912-13, according to the *Manitoba Teachers' Magazine*.

BRITISH WIN DEBATE; UPHOLD PACIFISM

"Resolved, That the only effective attitude toward war is an uncompromising pacifism." This question was warmly debated last month by a team of three students from the National Students' Union in England, which met another from George Washington University in the capital city. The British team, taking the affirmative, won by a vote of the audience. While in this country, the Britishers are debating the same subject with teams from other American universities; among them, Harvard, which also won with the affirmative side of the question—*News Bulletin, National Council for Prevention of War*.

THROUGH AIR BY DAY; IN PULLMAN BY NIGHT

The latest reports of plans for transcontinental travel at high speed include routes which permit passengers to travel in Pullmans at night, while sleeping, and, during the day, to cover great distances in the shortest possible time by airplanes. Perhaps a few people recall, when reading the name of the Pullman car, how this word came to be applied to it.

The Pullman car was named, according to *Webster's New International Dictionary*, after George M. Pullman, born in 1831, died in 1897, who introduced this form of sleeping car into railroad use. Pullman is thus another of the many words which have come into the language from proper names. These words include mackintosh (after Charles Macintosh, the inventor), maverick (after Samuel Maverick, cattleman), fuchsia (after Leonhard Fuchs, botanist), volt (after Alessandro Volta, electrician), blucher (after the Prussian general, Blucher), etc.

TOMMY AND NERO

The teacher had worked that morning explaining the injustices done by Nero and believed he had made an impression on the boys. Then he asked questions.

"Now, boys, what do you think of Nero? Do you think he was a good man?"

No one answered.

Then the teacher singled out a boy. "Tommy, what do you think? Do you think he was straight?"

"Well," returned the boy, after a long wait, "he never done nuthin' to me."

BE A SPORT

You may call yourself dull in a fit of despair,
Or drop all your pep, and say you don't care,
But I'll tell you, my friend, that's a habit to break,
In planning this world not a single mistake
Was made in the building. So when you complain
Take stock of yourself. You're the chap that's to
blame.

Just right about face; it may hurt some, it's true.
But that's just the way any good sport would do.

When you wake in the morning don't look for a
cloud,
You know what's behind it. Just swing in the
crowd.

Be one of them, cheerfully, singing along.
You may get a bump, but don't stop your song,
Perhaps one will hear it who needs just a bit
Of encouragement now. Your song may be it.

What matter if yesterday's failures were big?
Today is your day, so get in and dig.
If you meet any trouble, why just change its name,
And call it a ladder. They oft lead to fame.
But whatever you do, be quick and begin it;
You never can tell just how much there is in it.

—Jane Bates, in *Forbes Magazine* (N. Y.)

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