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The American Teacher

THE ORGAN OF THE AMERICAN FEDERATION OF TEACHERS

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EXPERIENCE IS BEST EDUCATOR

By Gustave Geiges, President American Federation of Full Fashioned Hosiery Workers

There is no better way of educating oneself in the practical problems of psychology, sociology, economics, publicity, public speaking and a host of other subjects than to engage in real work of organization. And intelligently conducted agitation for improved conditions and better relations in industry is the most effective form of mass education we can engage in today.

Our principal job first, last and all the time is to organize the unorganized. Practically everything we do is, or should be, a means to that end. We must put new fire and zeal into this work, because each year we see more clearly that the only practical possibility we have of meeting the newer problems of large scale production is through complete organization of all key industries.

We can not master the problems of the replacement of workers by machinery unless we have organization. We can not do anything useful about the problem of unemployment, seasonal unemployment, child labor, night work and the danger of southern competition.

CONTENTS

	Page
President's Address to The Thirteenth Convention	1
How Uncle Sam Treats His Teachers.... <i>Michael B. Scheler</i>	3
Editorials	6
Teaching the A B C's in Hawaii..... <i>Dorothy Dell Kirk</i>	10
A Comparison of the Philosophic Concept of the N. E. A. and the A. F. T..... <i>M. J. Jacobs</i>	14
Resolutions of the W. F. E. A.....	18
Ashland College	22
Organize the South.....	24
Books	26
Local News	30

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2. Independence of thought, freedom of expression and exercise of initiative;
3. Working conditions that are sanitary, cheerful and inspiring.
4. A promotion in rank based on merit only;
5. A salary commensurate with the dignity and importance of your office?

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OCTOBER, 1929

Two Dollars a Year

President's Address to the Thirteenth Convention of the American Federation of Teachers

July 1st-6th, 1929

As we inaugurate this Thirteenth Convention of the American Federation of Teachers it seems fitting and appropriate to call attention to some matters connected with our program as an organization, in order that such matters may have needed consideration and emphasis.

In the first place the program of the American Federation of Teachers is a teacher's program and it has to do with the spirit of education. We lay a most particular emphasis upon the conditions under which teachers and pupils work, and upon the objectives in the processes and practices of education as a social function. We recognize the fact that the two principals to the process of education, the teacher and the pupil, have not had a square deal as it were. We believe that it is the business of teachers to exert themselves to promote the development of just and favorable conditions under which to carry on the mutual activities of pupils and teachers. It follows that we believe the teachers of America should organize to accomplish this purpose. Hence our major and immediate concern is to organize the teachers in local communities to work for desirable local conditions and to cooperate through the national organization for the development of desirable conditions everywhere.

Freedom for Teachers and Pupils

From the foregoing viewpoint, the American Federation of Teachers is demanding the necessary freedom for teachers and pupils to develop those qualities of citizenship that are most desirable in a democracy. The literature of the Federation and the enactments of its several conventions have set forth these matters in more or less detail during the twelve years of our existence.

We are insisting upon housing conditions that are physically safe and that may be expected to produce socially sound reactions in the young people who inhabit our school buildings. We are opposing the practice of overcrowded classes,

overworked teachers and factory standards of production for the school. We are insisting upon just compensation for teachers and upon opportunity for every child to receive adequate educational advantages. We are placing emphasis upon social values in education.

All of these things likewise have been set forth in varying degrees of detail in our literature and the enactments of former conventions, and it is not expected that this convention will be an exception to our custom in this respect.

Overcoming Difficulties

Now the difficulties to be overcome in bringing about the conditions for which we strive have their roots in traditions and habits of long standing. They take their rise in ignorance or unawareness concerning the significance of existing conditions and in misconceptions concerning what it is that we need and demand. They have their source in the failure of people to evaluate properly the costs of education, or in the greed of those who can appreciate only their own selfish interest.

To overcome the difficulties requires action and education. Teachers must begin with themselves and must not fail to enlist the interest of their public. The only method for making headway against such a collection of adverse sentiment is by collective effort on the part of those who have the vision of something better. This is the program of the American Federation of Teachers.

Organizing Major Business

Our major business then is the organizing of teachers to promote this program, and the means for advancing organization should be the first consideration of this convention.

The experience of the past year gives renewed evidence that there is a large and increasing number of teachers throughout the country who need only the necessary contact to become a part of our body. There are many others floundering helplessly in a sea of discontent and uncertainty

to whom our program would be the coming of vision and hope and a way out of helplessness if they but knew anything of our plan.

We have organized during the past year in some places that are key positions. Considerable follow up work in these neighborhoods another year we believe would be very fruitful both in re-enforcement and the cultivation of a larger field where we might expect early organization.

Since the one problem is that of finance, may we not take up this matter at once and very directly?

In the president's message to the Twelfth Convention last year was the statement, "The Eleventh Convention called upon the membership to begin the accumulation of a fund to be used specifically for organizing purposes." Then following a review of what we were able to accomplish through the gratifying response of the membership to this appeal, the president used these words: "*The same course pursued for another year or two ought to place the Federation in a position where it could begin to plan for an extensive campaign, a field campaign that should bring into the organization a much enlarged membership . . .*"

The Twelfth Convention evidently overlooked the significance of what had been accomplished the previous year under a new and very definite money raising policy. We allowed ourselves to launch once more upon a plan of divided responsibility for securing funds in an indefinite field of uncertain productiveness. The result is that we have brought into the organizing account during the past year less money than we had the year before.

I am satisfied that if you place upon your *executive officers* the responsibility for developing an organizing fund and place upon the *membership* the responsibility for financing organization the method will become increasingly effective. I have no faith that any other method will be effective. Additional funds may be sought elsewhere, but after all, this is the business of the American Federation of Teachers, and the American Federation of Teachers must finance its business.

If the Convention desires that other sources in addition to the membership be called upon it would be well for a definite statement to be made so that when the matter comes to the Executive Council and your executive officers, there will be no possibility of confusing the channels

through which we work; no possibility of failure of a clear contact and understanding between the national office and the locals. Multiplying machinery will tend to confusion and consequent ineffective response in the locals.

Please understand that this is not a question of personnel. It matters not who the helpers are. It is a question of effective organization. People in the locals do not have time to make even the necessary mental adjustments to plan with and act with several different persons or groups of persons. We all know the pressure under which we work locally. In some far-off hoped-for day when teachers shall have attained reasonable control over the practice of their profession we shall not work under the harassing schedules of today, but in the meantime our national office should be manned and financed to transact our business, and its responsibility should not be obscured.

Opportunity for Service

I believe that there is no better way to assure continuing and augmented progress for another year than for every delegate present to go back to his local to make contagious among his membership the enthusiasm that is always generated by our conventions, and to impress his people with the great opportunity for service available to each member by the dedication of just a small portion of his means to our special organizing fund. Then let the national office follow up this good work in the fall and during the year.

Moreover, there is much more to be gained than the mere money by this method. There is an interest which can come in no other way and which we ought by all means to cultivate.

Passing from our more direct program as an organization of teachers let us consider for a moment our policy as an organized group in the community, our wider social responsibility.

Social Program

The improvements that we are working for must come as a part of a social program to which the public interest subscribes. Some of the conditions that we seek are such as should be the common heritage of all people. It is natural and imperative therefore that as an educational group we cooperate with other groups in furthering the interests that we have in common. It has always been our policy to do this, so that we often find ourselves in sympathetic relationship with such organizations for instance as the League of

Women Voters, and in more direct affiliation with some others whose programs overlap or extend our own, as the National Women's Trade Union League and the National Council for the Prevention of War.

We are one of the constituent groups making up the World Federation of Education Associations, the third biennial meeting of which convenes in Geneva, July 25th-August 3rd. Our delegates will participate and report proceedings to us. You are familiar with the program through THE AMERICAN TEACHER.

Through such means as are available and to the extent of our ability it is our policy to exert our influence to bring about that social progress to which we are professionally committed.

But the things that we do as an educational group do not cover our program. There is another half. We are in a real sense a labor organization. We are one of those hundred or more national and international unions that make up the larger part of the American Federation of Labor. We are a part of the labor movement, and we are so organized because we believe that the principles of Organized Labor are sound, that organization of workers into unions is a necessary part of the human machinery that has been set up in the world to promote human progress.

Debt to Organized Labor

We acknowledge our debt to organized labor for the conditions that make it possible for us to operate in this way. Through struggle of body and of soul the workers of the world have attained or are attaining their right to associate for the advancement of their just interests. It is our privilege along with all other workers of today to build upon a foundation that was laid by the struggles of those who have preceded us.

We realize that the building still calls for a

large degree of struggle and sacrifice, and we hope that we may be worthy of the best traditions and true to the best ideals of the labor movement. We know that the labor movement is not just a selfish demand on the part of a particular group for something that it does not have but wants to possess. It is a humanitarian movement whose watchword could be stated thus: *Help yourself to attain the conditions necessary for you to function as a human being, as a worthy member of your community. Help others to help themselves. Overcome the obstacles to your aspirations by cooperating with your fellow workers to get the necessary power to bring about desirable conditions.* Thus labor's program is our program, labor's interest is our interest, for what labor wants is that the interest of no group shall be subservient to the interest of any other group, that all shall share justly in the good things of life.

The past year has not been without manifestations of the perennial abuse that is heaped upon the schools for their excessive costs, for their inefficiency, for the worthlessness of much of their program, or for the omissions in their program, according to the viewpoint of the particular critic. These things should not unduly excite us, but they should emphasize the necessity for teachers to assume greater responsibility for the scientific interpretation of the practices and problems of education and for effective publicity for a scientifically valuable teacher viewpoint.

We trust that the deliberations of this Thirteenth Convention may be characterized by that high order of judgment, wisdom, courage and sincerity that has marked the work of former conventions, and that from our councils may emanate a social contribution worthy of the American Federation of Teachers.

How Uncle Sam Treats His Teachers

By Michael B. Scheler

Every intelligent person would concede that upon the proper development of the American child depends the immediate and the ultimate welfare of the nation at large. After all, a nation is nothing else but the sum total of its component parts, its individual citizens, adult men-children and women-children. What its children are is the nation in the last analysis.

If the children, as a rule, are physically fit, the same condition will prevail in the nation. If the children are illiterate, defectively trained, morally lax, the same conditions will express themselves in the nation's rulers: in its executives, administrators, legislators, teachers, etc. An apple does not fall far from the tree. . . . In Czarist Russia, for example, there was a

widespread illiterate mass. What was the consequence? The rulers, with extremely rare exceptions, were as rustic, rude, illiterate and unprogressive as the downtrodden masses. And in every other European country the rulers, invariably, reflect the thoughts, the aspirations, the likes and dislikes, the cultural and psychological states of their subjects. In our own United States our elected and appointed functionaries generally personify the type characteristic of the average American. For instance, the average Yankee has almost an insane love for sport, and how many of our legislators and statesmen are not addicted to the same hobby? The provincial and the urban characteristics of Americans, their psychology, their ideas, their prejudices and caprices, are unmistakably photographed in their representatives.

If our system of education is defective, if it has serious shortcomings either in the curricula or in its personnel, the evil effects are bound to express themselves in the student body, and subsequently in the activities of our business and government circles. Rightly or wrongly, there is a widespread notion in in-

tellectual circles of European capitals and even among the intelligensia of South American countries that our legislators and administrators do not live up to their tasks, either culturally, psychologically or morally. Whether or not this serious charge has any foundation of truth is not our concern at the moment. The truth of the matter, however, is that our nation relegates education to a position of secondary, if not, minor importance, and that in spite of the seemingly high figures of our educational expenditures, education receives a relatively small share in our State and Federal budgets. While our representatives in all halls of legislature get themselves hoarse in proclaiming to the world the peaceful intention of our Government, the non-imperialist designs of our country, the fact remains that the United States is one of the greatest military and naval spenders in the world, that our budget for army and navy purposes at the present time leads relatively and absolutely the civilized world, and that we are sorrowful laggards in matters of educational expenditures, as will be seen from the following illuminating and thought-provoking table:

WHAT OUR COUNTRY AND OTHERS SPEND FOR NATIONAL DEFENSE AND EDUCATION

(Table recently published by the League of Nations)

Year	Country	National Defense Total	Education Total	National Defense Per Head	Education Per Head
'26-27	Australia	L 4,693,000		17/2	
'26	Austria	1,960,000	L 1,169,000	5/10	3/7
'26	Belgium	3,716,000	2,410,000	10/	6/5
'26	Brazil	8,138,000	332,000	5/5	/2
'26-27	Bulgaria	1,835,000	1,004,000	7/7	4/2
'26	Czechoslovakia	11,697,000	4,363,000	17/2	6/5
'26-27	Denmark	3,191,000	3,910,000	19/7	24/
'26	Finland	3,076,000	1,798,000	18/	10/7
'26	France	31,510,000	9,158,000	16/	4/7
'26-27	Germany	33,063,000	766,000	11/	/2
'26-27	Great Britain.....	104,420,000	53,338,000	44/10	22/10
'25-26	Greece	5,370,000	1,076,000	19/5	3/10
'26-27	India	34,952,000	276,000	2/2	0/15d
'26-27	Italy	38,734,000	11,803,000	20/	6/
'26-27	Japan	44,216,000	13,552,000	15/10	4/10
'26	Netherlands	8,571,000	11,610,000	25/	33/10
'26-27	Norway	2,300,000	2,963,000	17/5	22/5
'24-25	Portugal	3,348,000	946,000	11/	3/2
'26	Roumania	5,277,000	2,781,000	6/	3/2
'25-26	Spain	23,777,000	5,199,000	22/2	4/10
'26-27	Sweden	7,745,000	6,941,000	26/2	23/7
'26-27	U. S. A.	119,236,000	2,236,000	22/7	/5

Even such countries as Bulgaria, Japan and Roumania lead the United States in per capita expenditure on education, and yet we often choose to assume a condescending attitude toward the nations enumerated. In one re-

spect, at least, and a very important one, indeed, some so-called backward countries can proudly point to the fact that they are superior to the United States—the most progressive and wealthiest country in the world!

And what applies to the national policy, logically applies to the local policies of all our municipalities with respect to educational work. During the past quarter century the United States has made tremendous strides in every field of activity. Our industries have shown unprecedented expansion. The Federal Government has increased its expenditures ten-fold, in many cases, a hundred-fold, on road-building, air service, postal service, ship construction. It has increased substantially the salaries of its employees in all departments. It has enlarged and expanded its activities in many fields. Its bureaus and staffs have multiplied materially. But the status of the American teacher has remained practically stationary, in some localities only showing a slight improvement. Of all professional pursuits, the teaching profession still remains unattractive to the ambitious and really capable young man or woman. Its financial and social rewards are too meager to attract the best talents and best minds of the nation, and this condition, incidentally, also accounts for the fact that more than 100,000 teachers—16% of the entire profession—are deserting the profession annually and are turning to other lines that offer more lucrative compensation and better social opportunities.

**COMPARISON OF TEACHERS' SALARIES
WITH EARNINGS OF VARIOUS GROUPS,
YEAR 1926**

Average Income

All gainfully occupied.....	\$2,010
Workers in 25 manufacturing industries	1,309
Trade Union Members.....	2,502
Routine Clerical Employees.....	1,200
High Grade Clerical Workers.....	1,908
U. S. Government Employees.....	1,809
Teachers, Principals, Superintendents in Public Schools	1,275

Does such a miserable compensation warrant the expenditure of energy, the years of incessant work, the invested capital requisite to the acquisition of the right to teach? And when a person is already fortunate in having attained his desired goal and is in receipt of his teacher's certificate, he is fortunate if he secures a position within a period of one to two years. And when a position is secured, it is largely a substitute position at first, which

is both temporary and scandalously underpaid. If the teacher-candidate is at last fortunate in securing a regular, a full-time teacher's position—then what? Is the teacher certain of the position? Is the assignment permanent? In 26 States his or her position is continuously in peril. It is neither permanent nor lucrative. A change in the political physiognomy of the State or municipal government, a change in the composition of the educational boards may favorably or unfavorably affect the teaching personnel. A teacher may be fired, and his or her source of income thus be permanently undermined, on any flimsy pretext, and the final arbiter, the final tribunal is the Board of Education. The teacher may appeal the case, but it is of no avail. Once he is fired, he might as well say good-bye to the teaching position in that State, at any rate. Only 13 States: the District of Columbia, California, Colorado, Illinois, Indiana, Louisiana, Maryland, Massachusetts, Minnesota, Montana, New York, Oregon and Wisconsin, guarantee permanency to their teachers. However, even in the above States the laws are not statewide but apply to certain municipalities only.

Retirement Plans

Insufficiency of income, uncertainty of employment are not the only phantoms that torture the teaching profession all over the country. Another evil that adds some more misery to their unenviable lot is the fear of old age. Forty per cent of the teaching body have no protection against old age. Their earnings are inadequate and they cannot put away for a dark day, let alone for old age. And what is the result? After spending years in performing the most patriotic duty toward the State and nation, after investing the best part of life in up-building the young generations—what reward is received after the productive years are gone. The teachers find themselves in the same position as the habitual drunkard, incorrigible criminal, prostitute, etc. If they have relatives in comfortable circumstances, they may be offered shelter, but if they are unfortunate and left without any friends or relatives from whom they can expect aid and solace, what spectre do they face then? Well, either the

Continued on page 9

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Schooling and Education

An English periodical, *The Spectator*, in an article on "Education in the United States" in its issue of September 7, points out the great gain in schooling and the decrease in education. The author says:

"How far has the American aim in education been realized? The figures provide a measure of, at any rate, the quantitative achievement. They show not

only continuous progress, but progress very greatly accelerated since the War, particularly in the provisions for education beyond the elementary standards.

"Of a total population of about thirty million children between the school-going ages of five and seventeen, nearly twenty-five millions are enrolled in the public schools. The enrolment has increased steadily and has more than kept pace with the increase in the number of children of school-going age.

"In the past generation there has been an unprecedented growth in the enrolment in public high schools. From 200,000 in 1890 the number of high school pupils increased to 3,757,000 in 1926, the rate of increase being twenty times the rate of growth of the population as a whole. The marked post-War development is indicated by the figures for the period 1913-1914 to 1925-6 when the number of public high school pupils increased from 1,218,000 to 3,757,000.

"In the same period the number of college and university students grew from 325,219 to 823,895.

"Similarly the expenditure on education has grown enormously.

"The annual cost of all public schools rose from \$521,546,375 in 1913 to \$2,016,812,685 in 1926. The cost of public high schools in the same period rose from \$68,911,000 to \$687,912,000—a ten-fold increase. Expenditures for free college and university education increased nearly three hundred and fifty per cent. in a decade. All told, roughly \$2,500,000,000 is spent annually in the United States on free education of one kind or another, public and private.

"In addition, as Dr. Abraham Flexner has pointed out: 'The age of compulsory attendance in almost all sections of the country is higher than in any other country. High schools and colleges have been built with absolutely unprecedented rapidity, and their enrolment far outruns the attendance in secondary schools and colleges in any other country. More money is obtained by voluntary gifts than anywhere else. No improvement in respect to facilities has taken place in any other country, such as is now taking place in America.'

So much for the quantitative, but how about the qualitative?

The author quotes Professor Will Durant:

"There is a visible dearth of culture in our life," remarks Professor Will Durant "we are a nation with 100,000 schools, and hardly a dozen educated men," and Dr. Abraham Flexner, "There are countries in which the teacher, elementary and secondary, occupies a strong position, because he is as such esteemed, just as there are countries in which the professor is, as respectable as a judge or a general—and America is, in my judgment, not in the list."

We ask you to take together with this thought a paragraph of the preamble to the A. F. of T. constitution:

We believe that the schools have failed of their

fullest attainment because of undemocratic administration, adherence to tradition, and lack of responsiveness to the needs of the community; and that the teachers must find the remedy, if it is to be found.

The author continues:

"Without background or tradition other than folkway and a perishing ancient dogma," writes Mr. Everett Dean Martin, 'and with quantity production methods devised to pamper to its fancy, this multitude tends to cheapen the quality of everything it comes near, while it parades its material prosperity before the world as evidence of superior American virtue. Education has not yet taken root in our soil.'

"Dean Berry, of the John Hopkins University, declares that our secondary schools, for the most part, provide mere 'diluted doses of what our colleges offer' and 'in the colleges there is too much standardization.' School superintendents answering a recent questionnaire agreed that 'the teachers being turned out by our present-day normal schools are themselves woefully uneducated.'

Another survey convinces Dr. Manly H. Harper that, 'with rare exceptions, American educators have done but little fundamental thinking relative to our more vital social problems' and that the larger part of them are 'super-conservative and reactionary.'

"In America," says President Pritchett, of the Carnegie Foundation, 'the boy or girl who has finished the secondary school and entered college in many cases is unable to write or speak good idiomatic English. He has not learned to enjoy good books.'

And in conclusion a little more hopefully:

"Criticisms such as these abound. They are evidence of the immensity of the task which its ideal has imposed upon education in America rather than of any loss of faith in the ideal itself."

WELL, WHAT ARE WE GOING TO DO ABOUT IT?

For it is incontrovertible that "the teachers must find the remedy, if it is to be found."

Power Trust Propaganda

If there are still those who doubt that the public utilities have sought to use our educational system for spreading their propaganda throughout the nation, they can learn a lot by reading the latest bulletin of the National Popular Government League, Washington, D. C. The bulletin, by Judson King, director of the League, is entitled "The Challenge of the Power Investigation to American Educators." King has done a thorough job of reporting in his bulletin. The facts as he gives them are all matters of record, the evidence having been provided by the utilities themselves for the investigation of the

Federal Trade Commission. From the evidence, he draws the conclusion that the utilities have deliberately planned to control in their own economic interest our entire educational system from the universities to the graded schools. The bulletin presents an amazing picture of what Mr. King charges is the first attempt of its kind in American history. Utility apologists and defenders will of course attack Mr. King's conclusions and attempt to refute them. But they will have a hard time explaining utility activities, which were "most peculiar," to say the very least. The utilities furnished the exhibits which have astonished the nation since the utilities investigation has been on and their case must stand or fall on these same exhibits.

A Critic

The following statement was carried by the Chicago Tribune:

"The federation (A. F. of T.) delegates, by unanimous vote, agreed 'to oppose not only the establishment of R. O. T. C. units in our high schools but any attempt to militarize the mind of America.' They also commended the Kellogg anti-war pact, the league of nations, and the world court.

"We are greatly distressed by the federation's position, for we believe it indicates the communistic teaching which our children are receiving in some of the public schools," Mrs. Charles Holmes, 1519 Sunnyside Avenue, head of the National Patriotic Association stated.

"The junior committee of the patriotic association will meet tomorrow afternoon at the home of Jane Weil, 516 Roscoe street, to act on a resolution calling upon other patriotic organizations to be more alert to the spread of communistic tendencies in the schools."

If all our critics were of this caliber, how smooth our path would be. Commending the Kellogg anti-war pact is not communism; it is free love. And endorsing the League of Nations is birth control and supporting the world court is atheism. Do let us get these things clear.

School Teachers' Salaries

In recent years there has been an organization of those engaged in the teaching profession seeking to influence a more adequate return for their services. Their success in obtaining legislative aid to establish minimum salaries was encouraging, and since then many districts have adopted the schedule of the association and with them the question of what payment the teachers shall

receive is no longer in dispute. Notwithstanding this improved monetary return for teachers it is a fact that the profession no longer is able to hold the best and brightest men and women, who see opportunities to do better in other walks of life. The Minister of Education for Ontario summed up the situation tersely in these words:

"If you don't make the teaching profession attractive enough to keep young teachers at it long enough to become thoroughly experienced and give the best they have, the whole educational system will suffer. Some time ago a rural trustee mentioned that his board was paying a teacher \$1,000 a year and considered it enough. Why, I haven't a stenographer on my whole staff that is not paid \$1,000 a year. And yet that stenographer has not the same educational qualifications as a teacher; that stenographer only takes and carries out orders from others, while a teacher, on his own, takes the full responsibility for the training of 20 or 30 children."

Increases in teachers' salaries means increased taxation of course, and that is always unpopular. While our free schools have been in operation fifty-eight years there is still the same disinclination in many rural sections to pay for the education of other people's children. Yet, even those who so object would hesitate to stop the progress of education. We cannot have the best without paying for it, and cheap instruction is the dearest in the end. In this province we have made some improvement in payment of teachers. The grammar school teacher who was paid on an average \$1,332 per year in 1918 now gets \$2,152, without the Government allowance; superior school teachers are paid \$506 more; first class male \$167; second class male \$239; first class female \$377 and second class female \$298. Even these increases bring all salaries, except grammar, superior and first class male teachers below the \$1,000 mark, which is the minimum stenographer's salary in governmental departments in Ontario. —*Telegraph Journal, St. John, N. B.*

Few Basic Thinkers Found in Educators

The majority of American educators are "superconservative and reactionary in their social and political views," according to Dr. Manly H. Harper in an educational research project of Teachers' College.

Most school teachers are anything but liberal, and they cling to antiquated doctrines, he declares.

"The survey shows that, with rare exceptions, American educators have done but little fundamental thinking relative to our more vital social problems," Dr. Harper asserts. "With a frequency and definiteness compelling monotony of reiteration, the study has shown from many angles that, other things being equal, the greater the conservatism the less stable, the less independent, the less consistent, the less scientific in attitude is the thinking on problems involved in the test."

Conservatism is characterized "not by cautious and alert inquiry, but by dangerous and satisfied blindness." This attitude can "neither create nor conserve," said Dr. Harper.

Illiteracy

It is alarming to consider that there are 5,000,000 men and women in this country who cannot read or write.

Almost a million and a half children of school age do not attend school.

Now the National Congress of Parents and Teachers is conducting a campaign to eliminate illiteracy. They hope to make real strides by 1930. If this association brings home to people the importance of education and literacy, a great deal will have been accomplished. Illiterates are never "free." They are the exploited and oppressed at all times. There should be a minimum of illiteracy in a country such as America, dedicated to the ideal of democracy.

European Conferences

The outstanding educational events in the world this summer were the three great conferences in Europe, the World Federation of Education Associations in Geneva, the New Education Fellowship Conference, in Elsinore, Denmark, and the World Conference on Adult Education in Cambridge, England. The American Federation of Teachers participated in all of these conferences. The resolutions of the W. F. E. A. appear elsewhere in this magazine and a more complete account of the conference by Miss Selma M. Borchardt, A. F. T., Legislative representative and member of the W. F. E. A. Executive Council, will be published next month.

We expect to have a delightful surprise for

you in the report of the New Education Fellowship Conference by an old friend.

In the same issue Spencer Miller, Jr., secretary of the Workers Education Bureau, will present a report of the World Conference on Adult Education. Our readers will be especially interested in this report. Adult education is one of the causes in which we believe, and one that all educationists should support. The American Federation of Teachers should associate itself with the World Association for Adult Education. We are organized to oppose propaganda and the exploitation of the partly educated and should co-operate to the utmost with an association seeking to meet the need of an intelligent and educated people.

TO HONOR JOHN DEWEY

The educators and social leaders of America realizing that when they honor Professor Dewey they honor themselves have arranged a two day meeting in New York City, October 18th and 19th to celebrate his seventieth birthday anniversary.

The celebration will be held just in advance of his birthday, which falls on Sunday, the 20th. The Friday evening preceding will be devoted to the presentation of his contributions in the field of education, with Commissioner Frank P. Graves presiding, and Dr. Jesse H. Newlon, Professor I. L. Kandel, Professor E. C. Moore, delivering the addresses; second, on Saturday morning his contributions to philosophy will be discussed, with Professor Ralph Barton Perry of Harvard presiding, and Professor George H. Mead, Professor Herbert Schneider, delivering the addresses; third, a luncheon will be held on Saturday at the Hotel Astor, with President Angell of Yale presiding, at which Miss Jane Addams and Professor James Harvey Robinson will discuss respectively Professor Dewey's contributions to social welfare and to liberal thought.

A National Committee composed of one hundred prominent citizens representative of the various interests of our country in their appreciation of Professor Dewey is sponsoring the celebration. Professor William H. Kilpatrick is Chairman and Dr. Henry R. Linville, Secretary.

How Uncle Sam Treats His Teachers

Continued from page 5

poor house or suicide are the only two alternatives. Is it not a pity, nay, a scandal that a group of people who are individually and collectively performing a function that is priceless to the welfare of the nation, should be so heartlessly neglected at a period in their lives when they need most urgently our sympathy and cooperation? Only 22 States have thus far recognized the significance of this problem and have adopted statewide retirement systems for the members of the teaching profession. Forty per cent of the teaching profession are still facing the helplessness and hopelessness of an unprovided old age. How soon will the other States recognize their sins toward the teaching body of noble and sacrificing men and women?

From what we have seen the position of the teacher in modern American society is far from being enviable and scandalously disproportionate in rewards and social status to the strategic services rendered and sacrifices made. The training of the young generations is the most important duty of a State, of a government. Upon the physical and mental caliber of our youth depends the weal or woe of the entire nation—can we afford to gamble with such a vital element? Can we afford to mistreat a group of people who are in daily contact with and who are in control of the major period of our children's lives? The teachers are the heart of the nation—and like the heart they must be treated tenderly and carefully.

Unquestionably, our position toward the teaching profession calls for a radical revision. Changes in the methods of employment, in the scales of compensation, in the tenure of employment, etc., etc., are obvious. The status of the teacher must be elevated to an economic and social position befitting his importance and value to the body politic. Our claim to being progressive cannot and is not taken seriously by the cultured elements of the civilized world unless and until the conditions of our teaching profession are reformed in harmony with the advanced principles of pedagogy and labor compensation.

Teaching the A B C's in Hawaii

By Dorothy Dell Kirk

One day last week, I had luncheon with several friends whom I had not seen for some years. After the usual discussion of new clothes, and the ever important subject of calories, our conversation drifted from one theme to another, when one of the girls turned to me and said, "I never have heard about your experiences in the Hawaiian Islands. Weren't you afraid to live down there among all those black natives?"

Before I had time to answer, another one at the table rolled her large brown eyes at me, and whispered, "Did you find the Hawaiian men attractive?" And a third asked, "Did you have any trouble getting through the customs?" A college graduate she was, too. I sipped some water to conceal my amusement at the questions that had been asked, and one by one, I tried to answer them.

I never realized until after I returned from spending two years in the islands, as a teacher in the public schools, just how little is generally known concerning Hawaii. Thousands of American tourists come to the islands every year, and there are many who think they are visiting a foreign country. The officers on the ships are continually being asked questions regarding the rate of exchange, and the amount of duty collected on articles bought in Hawaii. There are always those who expect to find nothing but rows of grass houses in Honolulu, and think that the natives, as they call them, still depend upon grass for their chief clothing.

It has been my observation that the majority of sightseers arrive in Honolulu uninformed and superior. In other words, they feel that their coming marks an event in the secluded lives of the poor unfortunate ones who live there. They aren't able to think of Hawaii in any terms save that of a partly civilized country, set in the center of the great Pacific, where life is just a quiet existence, composed of long, lazy hours spent in drowsing under the shade of a cocoanut tree.

This attitude is, of course, very ludicrous for, in reality, Honolulu is as modern in many respects as any city on the mainland. Its streets are lined with fine office buildings, sup-

erbly appointed hotels, modern libraries, schools, and palatial homes. The people who reside there are traveled and well educated, and live as busy lives as any one could imagine.

Soon after the advent of the American missionaries in 1820, the first laws of the land were drawn up, and centers of religious work and schools were established. It might be surprising to some to know that the early settlers of California sent their children to the islands to be educated, and that newspapers were being printed there when the greater part of the United States was only a wilderness, dotted with Indian villages and straggling white settlements.

I will always remember a very amusing incident which occurred soon after I had begun my work on the island of Maui. I was asked to attend a luau, or feast, to be followed with an evening of Hawaiian songs and dances, given in honor of the members of the Los Angeles Chamber of Commerce and their families, who were making a tour of the islands. I decided to wear one of my newest sport ensembles that I had bought in the east just two months before and of which I was exceedingly proud. I was eager to be at my best as all new teachers from the coast are given a very thorough inspection. I was suffering from no inferiority complex when my escort, a tall, handsome young American, educated at Harvard, called for me in his Cadillac car.

When we reached the Kahului fair grounds, automobiles were parked in every direction and people were swarming in and out of the large white frame buildings. We met some friends who joined us, and together we went into the building where the luau was being held. We were a little late, and consequently were seated at a table with some of the tourists from Los Angeles.

I sat next to a tall, thin woman with tortoiseshell glasses, who kept staring at me, as well as at my companions. I soon forgot her, however, and interested myself in the unusual table decorations of leaves and ferns, and in the native food that had been prepared. There

was poi, a thick grayish looking paste, in small round bowls, to be eaten by dipping in one or two fingers and bringing it to the mouth without accident. There was roasted pig and sweet potatoes, and various kinds of small fish. My escort and friends, all of whom lived on Maui, were eating poi in the native manner, laughing and sometimes speaking in Pidgin-English, more for the entertainment of the visitors than anything else. I was enjoying myself thoroughly when this person on my right, whom I have previously described, turned to me and said, "Pardon me, please, but I can't help remarking that you look almost like an American, although of course, I know you couldn't be. Have you ever visited the United States, may I ask?"

I was too stunned to answer immediately. My self-confidence had vanished and my new sport suit looked hopelessly out of date. I flushed and, stammeringly, assured her that I was an American, and that my home was in Missouri. She was incredulous for a while, and then full of apology, and more questions, "Well, the young man with you," she continued, "he is a native, isn't he?"

Many questions have been asked concerning the school system in Hawaii, and how one procures a position to teach over there. Applications may be made through the War Department at Washington, D. C., or by writing to the Superintendent of Public Instruction in Honolulu. However, it is extremely difficult to secure a position there now, as there are thousands of applications every year, and the demand for mainland teachers is becoming less and less. Honolulu boasts of a fine Normal School which very nearly supplies the number of teachers needed.

Cottages are provided for all the teachers except those in Honolulu. It is not necessary there as one may find many small hotels where lodging can be secured at a reasonable rate. On the other islands the schools are located on large sugar plantations, and in rural districts where there are no hotels or places where the teachers could live. The cottages are simply constructed, although they are comfortable and can be made quite attractive. There is usually a large living room and dining room combined, bedrooms, two bath-

rooms and a kitchen. Most groups of girls living together procure the service of a Japanese maid who does the cooking and takes care of the house. In our case, we rented a piano, painted some of the furniture, hung gay printed material at the windows, contrived a lamp shade out of a Chinaman's hat, and converted our little cottage into quite a livable place.

There were eight of us, all from the mainland, although some had been in the islands for several years. We represented seven states—California, Utah, Washington, Texas, Kansas, Missouri and Michigan. You may be sure that various opinions and ideas were expressed, but altogether we lived harmoniously. We at least had our work in common and mutual interest in the school children.

It always becomes the duty of those who have taught in the islands before to educate, as it were, the newcomers. In the first place, we were told to pronounce Hawaii as Hā-wī-ī, instead of the usual Ha-wah-ya, and that Honolulu is pronounced—Hō-nō-lu-lu, rather than the careless Hon-a-lu-la. We soon found that it was absolutely nothing at all to have lizards peeping at you on the window screens, or running across your floor, sometimes losing a tail if they became frightened; that it is foolish to be alarmed if a black spider, the size of a saucer, selects the wall next to your bed for a favorite reclining spot for, in reality, he is your best friend and will try to eat all the mosquitoes that nightly buzz over your head. We learned that it is just an old Hawaiian custom to have cockroaches jump at you whenever a drawer is opened, and that they are really quite harmless. We were forced to accept showers instead of bath tubs and cold water in the place of hot. The kamaainas, or old timers, said they loved the cold baths, and felt greatly refreshed afterwards, but I never really believed them.

We were warned against trying to talk to any music boys, who might come to sing and play their guitars beneath our windows in the moonlight, since it was decidedly the thing not to do.

I found my pupils ever a source of interest and delight. I taught the first grade, and my class was composed of Japanese, Chinese,

Portuguese, Filipino, Korean, Porto Rican and Hawaiian children. The majority of my pupils were Japanese, the Portuguese were next in number, then the Filipinos, and there were just a few of the other nationalities. You may be sure that it was a task to learn to pronounce their names. Instead of calling on Mary and John and Tom to recite, one had to say such names as Yushimitsu, Allehandro, Rufu, Tadao, Setsuyo and Tsuruko.

The children all wore American clothes, but there was always a touch here and there that expressed their own nationality. The little Japanese girls wore straw sandals, held on the foot by a colored cord which fitted next the big toe. I was amazed to see them run and play in these sandals, but they seemed to be no incumbrance at all. The Filipino girls invariably wore gold earrings, their ears having been pierced when they were no more than babies. The Portuguese were differentiated by their love of bright colors, and the Hawaiians by their fondness for flowers and seed beads. Shoes are never worn by the smaller children, except on great occasions. The County Fair is one exception, at which time they come dressed in their best clothes and shiny shoes. This touch of elegance can not be endured for any great length of time however, and it is an amusing sight to see them running everywhere carrying a shoe in each hand.

They have a queer sense of carrying out instructions, although they are always eager to please. It is customary for each teacher to take her class on a picnic at the close of school. When I asked my pupils where they would like to go, they excitedly answered, "Sea beach—sea beach." When I asked why, they replied, "Swim—swim." Having heard stories of previous picnics when some of the children proved a bit unconventional concerning the proper bathing apparel, I lectured for weeks in advance on the necessity of all bringing bathing suits. To make sure that everyone understood what I meant, I would ask in the following manner, "Now what are we all going to bring to the picnic?", and they would say, "Bathing suits."

Feeling confident that there would be no difficulty, we set out early one morning for the beach at Kahului. It was almost a two

mile walk, but none of them appeared tired when we finally reached our destination. I went with the little girls to help them get into the garments they had brought for swimming, giving the boys a chance to get into their suits, as I supposed. When we emerged a few minutes later, we found the boys already in the water, splashing and shouting to each other. I noticed nothing unusual until I walked up the beach and found rows of small bundles, securely wrapped in newspapers. They didn't resemble lunch boxes, and being overcome with curiosity, I opened one and found a small red bathing suit. After investigating further, I discovered that all had brought suits as I had instructed, but they had left them on the shore, and were swimming according to their own taste. Knowing the children as I did, I realized that they meant no offense, but felt that they had fulfilled all requirements.

This same trait is also reflected in the parents. There was a public bath house, located in one of the camps, where it was said that men, women and children shared the same pool. Some of the white people objected to this custom, and the Japanese minister was told that in the future the men and women would have to take their baths separately. After a conference the Japanese men in the camp bought a large rope which they had put up in the center of the pool, and the men bathed on one side, the women on the other.

A great many of the children's parents work in the cane fields, while some of them own shabby little stores, which usually offer anything from fresh fruits and vegetables to sewing machines and coffins. They live in small houses, built and owned by the plantation, and often a family of twelve or more will live in two rooms. The children all love to come to school, for there they have a good time, and when school is out, they must go home and take care of the baby, clean the house, and wash the clothes.

It has been a long struggle to teach them how to play. They didn't know how and weren't interested in learning. Now they are enthusiastic over baseball and various kinds of games with a great deal of action. The smaller children particularly delight in singing

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games. London Bridge is a favorite, and one day I heard a leader of one side take a little girl off and ask her which she would rather have, a gold ring or gold teeth. When the little girl chose the latter, she got behind those who had expressed a similar choice, and the game continued.

The school buildings were modern in every respect, and offered better equipment than many schools on the mainland. In our particular school, there was one large building constructed of cream colored stucco, a small frame building which accommodated the receiving grades that correspond to our kindergarten, a domestic science cottage and lunch room, and a manual training cottage. There were over seven hundred pupils and twenty-three teachers, all of whom worked together in perfect harmony, although of different races and creeds.

The children varied greatly in their mental ability. Speaking in generalities, I found the Chinese the most brilliant. They were quick, alert and eager to learn. The Japanese were tireless workers, and possessed great ability, although they were lacking in imagination. The Filipinos were exceptionally bright, especially the boys, but they reach their mental growth at a very early age. The Porto Ricans and Hawaiians were not particularly interested in books and consequently did not stand as high in scholarship.

The majority of the children brought their lunch, as some of them lived quite a distance from the school. Others bought theirs at the domestic science kitchen, where a nutritious meal could be had for five and ten cents. The Japanese ate cold rice and fish, which they brought to school in small tin boxes wrapped in gaily colored cloths. Chop sticks were kept on the top of the box in a holder made for that purpose. The Japanese believe that it is very indelicate to disclose the contents of a package to one's neighbor and for this reason use the colored cloth as a covering.

School began at eight-thirty o'clock, and was dismissed at two o'clock. There was a half hour recess at noon for lunch, and a fifteen minute recess during the morning session. The upper grades held opening exercises around the flag pole before going to the va-

rious rooms for classes. Patriotic songs were sung, usually beginning with "America," and ending with "Hawaii Ponoi," the Hawaiian national anthem. The American flag was saluted, and the children offered a pledge of allegiance to the flag and to the republic for which it stands. The lower grades held similar exercises in their respective rooms.

A rainy day, and there were many in Hawaii, offered an interesting picture to any new teacher. All the children came barefooted, and carried with great dignity enormous oiled Japanese parasols. My first experience with rain on Maui came soon after school had opened when a severe kona storm broke in all its fury. Such storms come from the south, and rain poured in torrents for several days. When I reached school this particular morning, a great many of my pupils were already waiting in our room, although it was a half hour or more before time for school to begin. I was wearing a red slicker and rubbers and, of course, carrying an umbrella. There was a hush throughout the room when I entered, and said "Good morning." They all giggled behind their hands, and when I asked the reason for the laughter, one brave little Japanese boy finally admitted that it was because of my "funny kind of shoes." He meant my rubbers, and the class would not be satisfied until I took them off and passed them around so that every one could have a look. When I made some remark concerning the weather, they all replied, "Plenty watah, plenty watah."

On another occasion, I wore a very comfortable pair of black oxfords, and when the children saw them, they immediately cried out, "Men's shoes," after which I never wore them again.

They were just as quick to express their approval, and always admired any new dresses or pieces of jewelry that the teachers wore. Many times my pupils would slip up to my desk and tell me that I looked "just like wan doll," because they said, I had "nize face, nize hair, nize hands and plenty nize dress."

Every Japanese child must attend the Japanese school after the public school is dismissed. There they learn to read and write in their own language. I know of several teachers from the mainland who attended these

schools hoping to learn to speak Japanese, but they gave up in despair as it was decidedly too difficult. Spanish and French seemed as easy as the A B Cs in comparison.

The moving picture shows are an interesting place to go if one is looking for local color. In one particular theater on Maui, the white people sit in the center section, and the Orientals, Hawaiians and Filipinos sit on the side seats. Japanese women dressed in kimono, with babies strapped to their backs, trotted proudly down the aisle beside their husbands dressed in American clothes. Filipino ladies in draped skirts and enormous sleeved blouses saunter in, serenely smoking large cigars, while a Chinese woman in black sateen trousers and a blue coat may quietly slip into a seat just across from you. Smoking is allowed, and almost all the men indulge, as well as the Filipino women, at least it seems so from the

amount of smoke that collects during an evening. An electric piano supplies the music, and a great deal of candy and peanuts is consumed. Tom Mix is the idol of the children, and his pictures invariably receive shouts of appreciation and much stamping of the feet.

Life on the island of Maui is very colorful and always interesting. The climate is delightful, and swimming and all outdoor sports may be enjoyed the entire year. A diversity of scenery may be found, ranging from tropical lowland regions, to the tall stately mountain of Haleakala, whose peak, hidden among the clouds, is often snow capped during the winter months. All the islands are beautiful and afford rare attractions. One has only to visit Hawaii, to appreciate Mark Twain's description—"The loveliest fleet of islands ever anchored in any ocean."

A Comparison of the Philosophic Concept of the N. E. A. and American Federation of Teachers

By Manuel Joseph Jacobs, San Francisco, Local 61

Organizations like words are symbols or expressions representing acts or functions. For example, the word *give* implied *taking* or *receiving*, *give* is *effeferent*, *receive* is *afferent*. This law affords the ruling principle for scientifically dichotomizing all the words of the vocabulary.

This law is also true in organizations. In some organizations the members are *effeferent*, and the organization is *afferent*. In other organizations the reverse is true. Many times the organization itself is true to its original ideas and ideals but the action of the membership itself makes the principle of *effeferent* and *afferent* very apparent.

The N. E. A. is hewing along the original ideals, but the rulers of the administrators are driving a wedge between the administrators and the classroom teachers. The gap is constantly widening. The real leaders of the N. E. A. see this and feel the approaching danger, as evidenced by the following resolution. (In October Journal of the N. E. A.):

"Teachers participation.—The Association appreciates the growing practice of school authorities in making

provision for organizations, officially organized, through which the special knowledge of the classroom teacher may be utilized for the improvement of the schools.

"The Association believes that the best fruits of teacher participation are obtained and the sense of responsibility among teachers is best developed when this participation is provided for in groups small enough for deliberative discussion and composed entirely of classroom teachers."

Note the pleading tone as though they fear trusting the teacher not to bungle up the school system or merely the "system," I am not certain which. I fear the latter, for the former is already bungled because the teacher has not been taken into confidence.

Thus the classroom teachers who belong to the N. E. A. are *effeferent*, while the administrators who control the N. E. A. are *afferent*.

The American Federation of Teachers is *effeferent*, the teachers and administrators are *afferent*.

The National Educational Association succeeded The National Teachers Association which was organized in August, 1857; in 1870 the name had been changed to the "National Educational Association." In July, 1907, it

was changed to the present name of the "National Education Association."

The N. E. A. Secretary's report as presented at Atlanta, Georgia, June 28-July 4, 1929, shows that the total membership of the N. E. A. is 193,145.

The American Federation of Teachers was organized April 15, 1916, and is affiliated with the American Federation of Labor, which has a paid up membership of over 4,000,000.

Purpose and Departments. (p. 72, Official Manual for delegates of N. E. A.)

Section 2. "That the purpose and object of the said corporation shall be to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States. This corporation shall include the National Council of Education and the following departments, and such others as may hereafter be created by organization or consolidation, to-wit: The Departments, first, of Superintendence; second, of Normal Schools; third, of Elementary Education; fourth, of Higher Education; fifth of Manual Training; sixth, of Art Education; seventh, of Kindergarten Education; eighth, of Music Education; ninth, of Secondary Education; tenth, of Business Education; eleventh, of Child Study, twelfth, of Physical Education; thirteenth, of Natural Science Instruction; fourteenth, of School Administration; fifteenth, the Library Department; sixteenth, of Special Education; seventeenth, of Indian Education; the powers and duties and the numbers and names of these departments and of the National Council of Education may be changed or abolished at the pleasure of the corporation, as provided in its by-laws."

The object of the American Federation of Teachers is clearly explained in Article II of the Constitution:

1. *To bring associations of teachers into relations of mutual assistance and co-operation.*
2. *To obtain for them all the rights to which they are entitled.*
3. *To raise the standard of the teaching profession by securing the conditions essential to the best professional service.*
4. *To promote such democratization of the schools as will enable them better to equip their pupils to take their places in the industrial, social and political life of the community.*

Membership

The N. E. A. accepts employers and employees of the school department, i. e., teachers, administrators, and members of Boards of Education.

The membership of the Federation is limited to classroom teachers.

Philosophy of Education Needed. (P. 4, N. E. A. Secretary's Report, 1929.)

"Such rapid changes as civilization now faces constitute a challenge to education. The very existence of a family, or a community, or a nation, or a race, depends on the soundness of its educational ideals. America needs as it faces the new world 'A Philosophy of Education.' It needs understanding of the values of human life. It needs dedication to the higher values. It needs determination to build its life around these higher values. It needs to emphasize the constructive phase of life rather than the pathological phase. The fundamental values are not new. They are as old as the race itself. Whatever forms our government may take, whatever form the material aspects of our civilization may assume, the underlying challenge of civilization is for conquest of self, for beauty, for power, for freedom, from the things that keep man down—for excellence and happiness of life."

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

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

The American Federation of Teachers invites the affiliation with its national organization of all classroom teachers for mutual assistance, improved professional standards, and the democratization of the schools.

The American Federation of Teachers has for its slogan:

"Democracy in Education;
Education for Democracy."

The N. E. A. Journal of October, 1929, under "Ideals and Purposes," adopted 11 planks in its platform of ideals. I am quoting numbers 3, 6, 10, and 11:

"**Ideals and Purposes.**—The National Education Association reaffirms its abiding faith in the schools and pledges its continued efforts on behalf of a fair start in life for every boy and girl. It adopts the following platform of ideals and purposes which have been established by repeated action of the Association":

"3. Such an interpretation of education as will awaken the people to a realization of the importance of the schools, elevate the profession of teaching to a higher plane of public esteem, and insure just com-

pensation, secure tenure, and provision for retirement on the basis of efficient service."

"6. The unification of the educational forces of the country in one all-inclusive organization, devoted to the advance of the teaching profession with every teacher an informed and participating member of local, state, and national associations."

"10. Co-operation with other organizations and with men and women of vision who recognize that only through education can be solved the major problems of our changing civilization."

"11. The National Education Association is committed to a program of service—service to the teacher, service to the profession, and service to the nation. Its supreme purpose is the welfare of the childhood of America."

The Federation of Teachers has similar aims and has the backing of the American Federation of Labor, the successor of the more loosely organized national unions of the 60's and the 70's, which has inherited all the zeal for education which so conspicuously marked the earlier labor movement and its organization; and, as Professor John Dewey, a member of New York Local No. 5, said:

"Organized labor has power, experience, and an immediate investment in the nation's schools. The trade union movement is no longer an obscure movement, but rather as Henry Linville says, 'a significant social force, not merely the private possession of its leaders.' The American Federation of Teachers, affiliated with the American Federation of Labor, has 13 years of organization and steadily becomes a significant educational force. Education has been well described as suffering from divorce between the head and the hand, between work and books, between action and ideas, a divorce, symbolized in the segregation of teachers from the rest of the workers who are the great mass of the community. Because of the trade union experience of its members plus their teaching experience, the American Federation of Teachers is an organization admirably fitted to bridge the gap between the schools and the workers, and to do it without officious meddling and to do it in the name of but one special interest, the best interest of childhood.

"Working men and educational leaders together gave us the free, tax-supported school. These two classes of workers are today an ideal combination to guard this great social institution,—America's happiest adventure in collective good sense and good will."

The N. E. A. holds two annual conventions; one in the winter time exclusively for the Department of Superintendence, and one in the summer presumably for the classroom teachers but dominated by administrators. This is

exemplified in the case of the resolution presented at the Minneapolis convention last year expressing sympathy for Seattle teachers who were forced to sign a "yellow dog" contract. This resolution was presented by the only classroom teacher on the Resolutions Committee, and was overwhelmingly defeated. At the 1929 Atlanta meeting out of 508 participants there were but 29 classroom teachers.

The Chicago Convention of the American Federation of Teachers occupied the attention of each delegate every minute of attendance to problems affecting the school teacher, the child, the community, and the nation. It sidestepped nothing. The convention faced everything that came up to it. The delegates were aware of the fact that as teachers they have a big job before them. It was not a question of doing, the question was how to do it so as to be more effective, to accomplish results in the quickest way possible.

The American Federation of Teachers is interested in the teachers' welfare whether the teachers are members of the Federation or not. When the Seattle situation came up where the teachers were forced to sign what is commonly known as "The Yellow Dog Contract," the Federation did what it could. There was no sidestepping.

The American Federation of Teachers is aware that **yesterday** the world was riding in wagons, plowed with oxen, harvested with the cradle, threshed with the flail, and read by candlelight. **Today** the world is riding in automobiles and airplanes, upheaves the field with tractors, harvests and threshes with machines, is reading and acquiring knowledge by electric light and the radio; all this was done through education in our public schools.

Tomorrow's School is the foundation of progress, the backbone of morals, the enemy of crime, the conservator of the home, the embryo of citizenship, the capital of livelihood, the inspiration for living, and the guardian of our national life.

The American Federation of Teachers realizes that there is nothing under the stars and stripes dearer to the heart of the average American citizen than our public schools, colleges, and universities, no other agency in the

social order is so vital to our national well being as our public school system.

The American Federation of Teachers regards the school system as the arteries through which circulates the very blood that nourishes the mind and consciousness of our people. It is logical, therefore, to declare that the school teachers are duty bound to watch the welfare of our national government and be responsible for the training of our youth, and guard their advancement through the school systems of the several States of our Union.

In keeping with these policies, the American Federation of Teachers has passed some 25 resolutions covering a variety of things showing its interest in the activities of our national life in general, the welfare of the toiling masses, and the teaching group in particular.

Efforts are being made by the American Federation of Teachers to introduce a bill in the Congress of the United States that any American teacher who desires to study in Europe, may use the National Transport Service. Of course you understand the benefits of the National Transport. At the present time certain officials and certain members of the War Department may travel to Europe for \$1 a day on a transport. One can see at a glance what an advantage that would be to teachers if they could avail themselves of the same privilege. It is well known that the more teachers travel and see and study foreign countries the more valuable they are to the schools and to the children, and the government should realize that it is just as important for teachers to travel as it is for some of the foreign diplomats or members of the War Department.

A favorite theme with orators at educational conventions is that a great responsibility rests upon the public school teachers in the matter of developing leaders in America. However, the majority of public school teachers are themselves decidedly timid followers, usually at a safe distance behind public opinion. Moreover if they busied themselves forming public opinion on certain important matters, they would find themselves without positions, and the lecturer far away, and unmindful of their unhappy plight. This sacred responsibility for developing leaders was laid upon a group of

western teachers during the 1928 presidential campaign but the speaker had been forestalled a few weeks by the city superintendent who had cautioned his teachers to keep silent on the issues of the campaign, and a year or two previous had advised them as to an acceptable part in all anti-evolution differences. Yet America does lack leaders who think clearly in politics and who see the need of hastening the application of scientific truth to life. (Labor and the Public Schools, p. 12-13.)

Teachers, is it not plain to see that if we are to maintain our national life as a democratic form of government we must organize the teaching groups and in order to make ourselves heard we should affiliate with the American Federation of Teachers, an organization of classroom teachers?

It is proper that the American Federation of Teachers should co-operate with the American Federation of Labor for the American Federation of Labor has always been the friend of education and of the teachers. The American school system owes its origin to the labor movement. The teachers should have a better understanding and closer contact with the parents whose children they are teaching.

I believe in all teacher organizations. There is no organization which has a patent right on justice and virtue, those patents have long expired and are now public property.

Proclaiming ideals and practicing them are very different things. Many teachers' organizations have very ideal preambles, express very helpful thoughts on the public platform, but in practice the teacher finds himself in a very sad plight.

Teachers, let us not be unmindful of the fact that we are training the youth of today to be the citizens of tomorrow. Let us remember that a great majority of the children who are in our care today will be wage earners tomorrow. Of the 30,000,000 school children that our 915,000 teachers come in daily contact with 29,500,000, or more, will have to find some place in this great country of ours, and somewhere have to earn a living.

It is up to us, "The Leading Citizens," of the child republic of 30,000,000 whose senators and congressmen we are. "We are charged," as Dr. Lange said, "by the adult

state to train the miniature state to take their places as citizens of tomorrow in the adult state." Let us, teachers, unite as citizens of the adult state and make the adult state a safe place for our young Americans of today to enter tomorrow.

Teachers should join the American Federation of Teachers, which is affiliated with the American Federation of Labor.

(Reprinted from the Sierra Educational News)

FIGHT CENSORSHIP CLAUSE IN TARIFF ACT

Opposition to the section of the new tariff act which gives customs officials the power to exclude from the United States foreign literature regarded as "revolutionary," is voiced by the American Civil Liberties Union in a circular to "friends of free speech."

The section, which has already been reported out by the finance committee of the Senate and may be voted on any day, bars from the United States any printed matter "advocating or urging treason, insurrection, or forcible resistance to any law of the United States, or containing any threat to take the life of, or inflict bodily harm upon the President of the United States or any person."

The section is an extension of powers granted customs officials as long ago as 1843 to bar "obscene" literature. Under the proposed new section, customs officials can exclude all the classic revolutionary works, collections made by libraries of revolutionary literature, and even anti-revolutionary works which quote revolutionary sources. A single quotation would be sufficient to put a book on the customs' black list. As no court review of the customs officials' decision is provided, their rulings will be final.

The provision was opposed in Congress by the National Popular Government League and by Prof. Zechariah Chafee, Jr., of the Harvard Law School. Prof. Chafee calls it a "kindergarten measure which assumes that the American people are so stupid and so untrustworthy that it is unsafe to let them read anything about revolutions because they would immediately become converted. If this legislation is to be enforced with any impartiality, it must necessarily cut us off from the economic and political thought of Europe and the rest of the world in our own time."

Kronborg Castle, the famous scene of Shakespeare's Hamlet, was graciously lent to the International Conference of the New Education Fellowship for its meetings. Built in 1575 and recently renovated, it is a fine example of renaissance architecture. Its main hall, seating about 2,000 persons, overlooks the sea and is a perfect setting for lectures.

RESOLUTIONS OF THE W. F. E. A.

OBJECTS OF THE FEDERATION

The W. F. E. A. reaffirms its allegiance to the ideals and program of service developed at the World Conference at San Francisco in 1923, and at subsequent biennial conferences.

It recognizes that the teachers of the world have it in their hands to promote the cause of international understanding and world peace by bringing their influence to bear upon the children and youth entrusted to their charge in the direction of ideals of mutual good will and service in the common interest.

Further, it holds that every child ought to receive an education which not merely aims at the training of the intellectual faculties and the effective use of the instruments of learning and culture, but also seeks to develop physical health, vocational efficiency, the spirit of good citizenship and all that goes to the building up of the character.

TEACHERS' ASSOCIATIONS AND TENURE

1. The W. F. E. A. recommends that the formation and strengthening of associations of teachers, both local and national, should be encouraged to the end that they may ultimately control entry to the profession, and set up standards of professional attainment, aptitude and character which will be recognized by appointing bodies.

2. (a) That the Report of the Teacher Tenure Committee, presented by the British Columbia Teachers' Federation be received, and that the Federation be thanked for its valuable work.

(b) That a committee be appointed consisting of one official representative of each Teacher Association represented at Geneva to prepare a further report upon Teacher Tenure throughout the world, and, in addition, to investigate the nature and circumstances of the various teachers' associations, and to present a report on both subjects to the next conference.

SCHOOL LIBRARIES

The W. F. E. A. recommends the appointment of a small committee on "Education for School Library Work" to confer with the appropriate committees of the International Federation of Library Associations and to report at the next Congress.

CINEMA FILMS

That the W. F. E. A. offer to the Motion Picture industry its fullest co-operation in the attempt to prevent the display of such cinema films as would jeopardize the promotion of international friendship.

EDUCATIONAL OPPORTUNITY

The W. F. E. A. recommends the recognition of the absolute equality of opportunity of all children in the schools, irrespective of race, creed, color or social position, that their individual endowments may have the fullest possible opportunity for development.

CALENDAR REFORM

That the W. F. E. A. believes that our present calendar has become a defective instrument for modern requirements, and recommends the calling, at an early date, of an International Conference, at which religious, commercial, scientific, and educational authorities are represented to provide for the improvement of the calendar.

LIBRARY SERVICE

(1) That the W. F. E. A. approves the preparation and publication of an International Year-Book of Education on the plan outlined by the International Bureau of Education. (This resolution was referred to the Board of Directors.)

(2) That the W. F. E. A. approves of a further study of the problem of the classification of Pedagogical Science with a view to the preparation of a revised form of the Decimal Classification on this subject.

INTERNATIONAL UNDERSTANDING

1. The W. F. E. A. recommends that educational authorities throughout the world provide means for bringing Eastern and Western cultures into closer contact with a view to the removal of ultra-nationalistic bias. The means might include, e. g.,

(a) The foundation of additional chairs on Eastern culture in Western Universities, and vice versa;

(b) More extensive exchange of professors between Eastern and Western Universities;

(c) The exchange of educational visits and publications between the East and the West;

(d) The holding of cultural conferences at regular intervals between the East and West, etc.

2. The W. F. E. A. recommends that the study of the efforts made throughout the world for inculcating in the youth, in schools the spirit of world understanding and friendship should be continued and pursued methodically with a view to completing and keeping up-to-date the different studies and investigations which have been instituted on the subject.

HEALTH SECTION

The W. F. E. A. recommends:

1. That in view of the fact that health is one of the aims of education, and that school programs which sacrifice the health of the pupil for the acquisition of knowledge cannot be justified it is desirable that—

(a) Frequent brief rest or relaxation periods during schools hours should be provided for in arranging class schedules in schools.

(b) The study should be further developed of the continuity and cessation of growth in school children as an indication of Health Status, more particularly in the direction of instituting other tests than those of weighing and measuring.

(c) A greater continuity should be maintained in the Health Records of children between the pre-school and school periods.

(2) (a) That Physiology and Hygiene should form part of the instruction in the schools of every country; and that in particular this should be made universal for girls of adolescent age in respect of Home Hygiene and Infant and Child Care.

(b) That school medical and nursing service has so clearly proved its value that such service should be provided for schools throughout the world.

(c) That there is need for further training of teachers in active service in methods of Health Education, especially in rural and village communities, and that more extensive use of traveling instructors for this purpose is worthy of further consideration and development.

3. That publishers be encouraged, where this is not done, to print our text-books for children in large types in the interest of the eyesight of the pupils, and that the size of the type be considered by educational authorities in accepting or rejecting the books.

4. That each University and teacher training institution provide an adequate health service.

COMPULSORY EDUCATION

1. The W. F. E. A. recommends that early steps be taken to make education free and compulsory in schools of those countries which have no system of compulsory education at present. Officers to have authority to change.

2. That compulsory education should cover a period of not less than eight years, and should be followed by some kind of continued education.

3. That the school-leaving age should be raised to 15 as soon as possible in all countries which have not already adopted such a measure.

4. That in countries which have a higher standard than that laid down, that standard should on no account be lowered.

5. That the question of the reorganization of the school (primary and secondary periods) should be carefully considered.

INTERNATIONAL EDUCATIONAL EXCHANGE

The W. F. E. A. recommends that the fullest possible support be given to all schemes for the interchange of scholars, students and teachers in schools and universities throughout the world, in which there exist proper safeguards for effective working.

INTERNATIONAL LANGUAGE

The W. F. E. A. recognizing the need for a common linguistic medium to facilitate the direct exchange of ideas among the different peoples of the world, records its interest in the work of the I. A. L. A. (International Auxiliary Language's Association of the U. S. A., Inc.), and especially in its research activities in the educational values of an auxiliary language.

ILLITERACY

The W. F. E. A. asserts that inability to read or write is a barrier to national and international good will among nations, and urges all Governments to take immediate steps to eradicate illiteracy.

INTERNATIONAL PHONETIC ALPHABET

The W. F. E. A. is of the opinion that it is desirable to use the alphabet of the International Phonetic Association where possible or necessary as an auxiliary in the elementary schools of the world.

RESOLUTIONS FROM THE HERMAN-JORDAN COMMITTEE

Herman-Jordan Committee, No. 1

The W. F. E. A. endorses the recommendation

of this Committee—That the resolutions adopted by the Toronto Conference, being comprehensive and practical, should remain as the program of the Committee in order to secure continuity of policy.

Herman-Jordan Committee, No. 2

HISTORY TEACHING

1. The W. F. E. A. approves the formation of an international advisory board of history scholars, for the purpose of referring to such board any differences of opinion which may arise as to the presentation of historical facts.

2. The W. F. E. A. endorses the opinion of the Committee, which it has formed as a result of its investigations, that the historical text-books of a nation reflect the attitude of the public and teachers towards other nations as well as on internal questions, and that no change can be secured in such text-books until there is a change in the attitude of public and teachers, and authorizes the Committee to work out a publicity campaign, through school journals and other opportunities which may arise, for the purpose of attempting to bring about this change of attitude.

Herman-Jordan Committee, No. 3

FOREIGN TRAVEL

The W. F. E. A. recommends that in order to encourage foreign travel, especially among the poorer countries and for the mass of the people—

(a) Houses should be established in every country on the lines of the *Jugend herbergen* in Germany.

(b) Governments should be asked to waive the need for passports and visas for children and teachers.

(c) Railway and steamship companies should be encouraged to reduce fares for such travel.

Herman-Jordan Committee, No. 4

MILITARY TRAINING IN EDUCATIONAL INSTITUTIONS

The W. F. E. A. recommends:

1. That an endeavor be made to secure that systematic military training shall not be given in civil education institutions, but where such institutions undertake military training it shall in no case be a compulsory subject of the curriculum;

2. That every endeavor be made to secure the substitution of physical training, of exercise

and of sports for the military training too often now given in civil educational institutions, and so to ensure an adequate training in character and citizenship, and thus to lead the youth of the world to a better and wider appreciation of the real meaning of patriotism and the duties of citizenship;

3. That steps be taken by the organizations connected with the Federation to carry out these resolutions as far as possible in the educational institutions of the country to which each organization belongs.

Herman-Jordan Committee, No. 5

1.—THE PARIS PEACE PACT

The W. F. E. A. cordially welcomes the Peace Pact for the outlawry of War, signed at Paris on August 27, 1928, by which the signatory States are pledged to renounce war as an instrument of national policy and never to seek the settlement of international dispute except by pacific means.

Congress further urges educationists in all countries to work in co-operation with all agencies which are attempting to develop a sound public opinion on the problem of security and disarmament, so that at an early date reduction and limitation of all forms of armaments may be achieved by mutual consent.

2.—INSTRUCTION IN SCHOOLS

The W. F. E. A. being convinced that all children and young persons should, before completing their formal education, receive definite instruction in the aims and work of all existing forms of machinery for settling international disputes without recourse to war, recommends to the affiliated organizations and other interested bodies—

(a) To continue to encourage the scientific study of the best means for giving such instruction, on the lines suggested by such publications as those of the International Committee on Intellectual Co-operation;

(b) To advocate the provision of facilities for teachers to study the recent growth of International Co-operation, by means of refresher and other lecture courses, visits to Geneva and other international centers, and by making available a sufficient supply of suitable literature;

(c) To give serious consideration to the value of school journeys, debates and model Assemblies, and other suitable means for developing

world loyalty and promoting the spirit of international understanding.

3.—TRAINING OF TEACHERS

The W. F. E. A., recognizing the vital part to be played by Training Colleges and University Training Departments, recommends—

(a) That students should receive adequate training in the theory and practice of instruction on the work of all agencies which provide machinery for international co-operation;

(b) That the attention of training college authorities be called to the facilities offered by these agencies for the supply of reference books and other material relating to international affairs, and that these publications be made available for the students;

(c) That having regard to the great importance of persuading students to study these questions for themselves and the benefit to be derived from an exchange of ideas with students in other colleges and in other lands, the authorities of training colleges should encourage the formation of international study circles and discussion groups;

(d) That lecturers in history and geography in training colleges and university departments should be thoroughly conversant with the main features of international co-operation.

MILITARY TRAINING

The path of the professional war mongers is becoming thornier and thornier each year. The World Federation of Educational Associations representing the teachers of the world at their last session at Geneva, unanimously adopted resolutions urging the abolition of systematic military training in civil educational institutions as well as resolutions welcoming the Kellogg Treaties and the introduction of peace teaching in the public schools so that all differences between nations may be ultimately settled by arbitration. An even more vigorous anti-war, anti-militaristic and anti-armament stand had been taken by the American Federation of Teachers at its Convention held at Chicago, June 30 to July 5th. In August the Convention of the New York State Federation of Labor adopted resolutions opposing the establishment of R. O. T. C. units within the public schools. Everywhere people are awakening to the menace of war and the danger in militarizing the mind of the youth of the world. It is fitting and proper that in this forward movement to substitute arbitration for war as a method of settling international difficulties, the teachers should take a decisive if not a leading part.

Incidentally, boards of education should beware of the propaganda of the war-crowd that demands military training in the schools.—*The Union Teacher.*

ASHLAND COLLEGE Its Second Summer

The second venture in "Self-Education" at Ashland College has been completed and we are now far enough removed from it to make appraisal. First, we may note that the term "Self-Education" could be used still more fittingly this year than last for the lines between teacher and student were even less noticeable. Indeed they have almost wholly disappeared. There was, it is true, what we called a "staff," but it did its share of kitchen and furnace room work, paid its share of all expenses and submitted all important questions which concerned the conduct of the summer session, to the "students." The terms, "student" and "teacher" simply do not apply to the Ashland summer school community.

We should notice too that there were many differences in this second summer term as compared with the first. So marked were they that when inclined to idealize the earlier experience, one was likely at a few points to make an unfavorable comparison. Again, when considering the necessity of change, if standardization and stagnation are to be avoided, the differences seemed fortunate. In any case we may now confidently say that this Ashland experiment in adult education is well established. With the experience thus far gained, with the hearty and even enthusiastic support of the hundred or more people who have been members of the two sessions, not to mention many local people who were not formally connected with the school, and with the staff members already definitely committed to the work for the winter, Mr. and Mrs. Graham, Aage Moller and Helen Paulsen, we may even say that Ashland College is well established.

The interest of the local people, both those of the Danish parish and of the nearby village, continued this year as last. There is now a better understanding of what is in prospect and every reason to believe that the college will be regarded by most people, not merely as an institution in their midst which is to attract people from the outside and deal with subjects only remotely and incidentally related to life, but a school which is first interested in the vital things which concern the community and in the subjects which have to do with the major and practical interests of life. In a word, they have discovered that Ashland College is not academic and theoretical, but

practical and inspirational. As such they wish to be a part of it. At least three times each week the neighboring people were present this summer in comparatively large numbers—Sunday mornings for worship, Sunday and Thursday evenings for play, singing and lectures. The "Coffee" on Thursday and Sunday evenings at the close of the programs became community events with a very appreciable social value.

Another development of importance is the locating near the college of people actively or vitally interested in the venture. First should be mentioned the Graham family, already located here and next other staff members who hope soon to be also members of the immediate college community. Then too, Al and Ellen Holst are moving their home from Detroit and locating in one of Mr. Kjolhede's nearby houses. The spirit of the community is attracting other families and individuals who are hoping to find it possible to make their homes here for at least a part of the year.

One feature perhaps peculiar to this year's session should be mentioned: the intimacy, seriousness, importance, even delicacy of the questions which arose and which were dealt with in an unusually frank and decisive manner. Questions which would be strictly avoided in the ordinary community group were here faced and settled in a mutually agreeable way. This seemed to be possible because of the unusual freedom, tolerance and creativeness which mark this group. What at one time threatened to be a very dangerous move on the part of the majority, was reconsidered within a few days, reversed and the experience remained a profitable asset. People felt free also to bring forward their own personal problems and to seek for understanding and help. Even more than last year this school proved to be a place for frankly reviewing life and courageously undertaking its renewal. It was a place also where ultra-strangers, "foreigners" we usually term them, speedily found themselves at home and ready to join heartily in the college activities and to go out into our "Main Streets" again determined to make themselves at home even there. "And here is hoping" that some one will write a story entitled, say, "Where the Foreigner Is at Home," relating the experiences of several members of this summer's Ashland group.

Unhappily, J. E. Kirkpatrick has been obliged to retire from active connection with the College. Dr. Kirkpatrick has adhered absolutely to his principles and declined to be an absentee director of the College, "that office," as he says, "which to me is the sensitive and inflamed 'vermiform appendix' of the average American college." He defines a college "trustee" as an official who has duties he can in no wise discharge, responsibilities he cannot possibly meet.

Mrs. Graham has been made "chief" in place of Dr. Kirkpatrick and Ellen Paulsen is the fifth director and matron for the winter term. Ashland College now has something very unusual, a board of directors, "trustees" of a college, four of whom are members of the staff, with the fifth, the treasurer, a next door neighbor.

It will be of interest to all friends of Ashland College to know what has been done by the summer session for the financial support of the school. Besides paying for all of its own expenses it has made a substantial contribution to the regular college funds. First, maintenance fees amounting to about \$200 have been paid to the college treasurer. Also a new range was purchased for the kitchen, which, with the cash on hand and other assets available for college use, amount to a total of about \$500.00 already available. In addition, a paper was circulated during the last day or two of the session, when only a few were present, giving an opportunity for subscriptions to be paid during the coming year. \$239.00 was then promised. All friends of this progressive educational movement are invited to participate.

The many friends and admirers of Professor John E. Kirkpatrick will learn with great regret of his failing health which has compelled him to retire, it is hoped temporarily, from active educational work. A complete and speedy recovery is their wish for him.

25 YEARS OF MARKED PROGRESS MADE IN CHILD LABOR LAWS

Contrasting child labor conditions in 1904 when the committee was organized and at the present time, the National Child Labor Committee in a report issued recently reviewing the work of the last quarter of a century, points out that there has been a remarkable degree of progress in securing protective legislation and reducing the number of child laborers. "It is," the report

states, "a record of achievement. The goal set forth in 1904 is well on the way to realization. Few lines of social endeavor can show such a record."

According to the report, in 1904 only 17 states were attempting to keep children under 14 out of factories; by 1929 each state has some kind of a 14-year age limit and in 39 states no children under 14 can work in factories under any circumstances. In 1904 five states prohibited the employment of children under 16 in factories at night; by 1929 thirty-one other states have followed suit. In 1904 only two states had established an eight-hour day for children under 16 years in factories; by 1929 the number had increased to 36.

Notwithstanding this progress, the child labor problem is not yet a closed chapter of American industrial life in the opinion of the National Child Labor Committee. "There still remains a good bit to be done before child labor, even in the early usage of the term, is eliminated. There are still loopholes whereby children under 14 can work in factories in some states; the eight-hour day for children is not universal; night work, especially outside of factories, is still possible; health and educational standards for entering industry, while in most states far beyond the standards of 1904, in some states have not yet been written into the law—and in others are not enforced. And certain fields of employment still constitute a baffling problem—notably canneries, street trades, tenement home work and agriculture."

The committee announces its intention of continuing its fight to raise child labor standards in states where they are low, and its study of those types of industries and agriculture which still utilize small children, until some effective plan of control is found. At the same time it announces the importance of studying new aspects of juvenile employment relating to the fields of education, health and welfare.

No man ever sank under the burden of the day. It is when tomorrow's burden is added to the burden of today that the weight is more than a man can bear. Never load yourself so. If you find yourself so loaded, at least remember this: It is your doing, not God's.—MacDonald.

New York, N. Y.—With a miniature emblem to be pinned to the coat lapel or dress collar, which will sell for a quarter a piece, the United Textile Workers of America launched a nation-



wide campaign, directed especially to the millions of wage earners all over the United States interested in maintaining decent standards in industry, in an effort to raise funds for a bigger and more forceful drive than has ever been made before, to organize the Southern textile mills.

In India a few years ago, Ghandi swept that vast

Empire with a spinning wheel as an emblem of the revolt of millions of poor wage slaves. The emblem of the revolt of the wage slaves of the Southern United States is also a little spinning wheel. The little pin carries beneath the spinning wheel design the three words "Organize the South!"

Thomas F. McMahon, President of the United Textile Workers of America, stated before leaving for South Carolina where mill-village strikes continue to break out and where there has been a sensational landslide toward organization in recent weeks, that the opportunity for securing real returns on money spent in organization work in the South, in his opinion, was never better. "The Southern textile worker is coming to the American Federation of Labor 'for keeps' this time, I sincerely believe," says Thomas F. McMahon, who also announces the formation of some 60 odd new local unions in various parts of the Southland since the new rebellion started in Elizabethton, Tennessee, early in March.

"This wave of sentiment for trade unionism in the Southern mill country means the possibility of the restoration of our great textile industry to prosperity and it means the possibility of holding up the standards of living for millions of Northern workers menaced by long hours and starvation wages paid to the white workers of the great Southland," says President McMahon. If the United Textile Workers can succeed in permanently improving conditions in the principal textile districts of the South, all wage

earners, all business and industry, will benefit to some extent.

"The organization of the Anglo Saxon mill hand is a crusade for human betterment of the greatest social importance. No other white people in America as a class have suffered the same indignities and constant bitter and senseless exploitation as the Southern whites. All those interested in the advances of social condition in our America must become part of the drive to organize the South. The time is ripe and the hour is at hand.

"No matter how economically this campaign is conducted, it will take far greater sums than the United Textile Workers can raise by merely assessing its own membership, which has contributed splendidly to this cause for months past.

"The idea of selling pins was suggested by the Pennsylvania Women's Trade Union League. Mr. William Casey, Business Representative of the Upholstery Weavers' Union 25, Philadelphia, suggested the spinning wheel design in place of the loom originally planned on.

"The pins can be secured from the Pennsylvania Women's Trade Union League, 929 Chestnut Street, Room 210, Philadelphia. All moneys for the sale of the pins will be paid to Edith Christenson, Secretary of the League at the above address, who will in turn make all payments to the United Textile Workers, minus the actual cost of the token. The contribution represented by the sale of the pin is so modest that almost any worker can spare this amount for so important a cause. This is a project in which almost unlimited numbers of wage earners can participate. The idea should sweep the country.

"The funds realized from this sale will be expended immediately for relief work in Elizabethton, Tennessee, where distress still exists owing to the fact that hundreds of the workers have still to be returned to work after the strike. The plants were unable to resume for a long time after the shut down. We have strikes in South Carolina and elsewhere in the South. We plan well designed enterprises in mass education, such as a labor Chautauqua, perhaps, and the publication of special literature bringing the message of unionism to the most remote mill village. We need more organizers and more of all the sinews

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of war to keep our army of unionism in this vast field. On behalf of the young children working nights in the Southern textile mills, on behalf of the young people whose youth is being blighted in the great plants of the South, I appeal for cooperation in this movement being conducted by the United Textile Workers of America."

PLANS DRAWN FOR NEW ENGLAND LABOR CONGRESS

Worcester, Mass.—(FP)—Leading dignitaries of the labor and employing world are expected to take leading roles in the New England Labor Congress, to be held in Worcester, October 25-27, under the auspices of the Workers Education Bureau and New England labor bodies. President Hoover is expected to address the congress over the radio and Owen D. Young, General Electric, is to be present. President Green of the A. F. of L. will call the congress to order.

Five hundred delegates from New England state federations, city central bodies and local unions, governors of the six states of the section and prominent business executives, economists and public officials will attend. They will consider the machine displacement of men, the shifting of industries south and overproduction, all serious economic problems which have resulted in joblessness and reduced wages for tens of thousands of workers.

Power, textiles, building trades, shoes, theatrical industry, metal industries and railroads will be discussed by labor and employers' representatives and a program mapped out for organizing the unorganized, establishing the organized labor movement in its correct economic position, and assuring that "New England labor may lead and not follow in the building of future New England."

THE GOOSE STEP IN COLLEGES

Some American colleges seem to be doing their best to give Upton Sinclair material for a new "Goose Step." Here are a few illustrations. In Pittsburgh University, after considerable friction, the Liberal Club is disbanded, Albertson and MacDowell two of its five responsible student officers are expelled without hearing and instructors Woltman and Nunn lose their jobs. Why? Ostensibly because the club insisted on holding a Mooney-Billings protest meeting at which Professor Harry Elmer Barnes spoke but for which a speaker was originally advertised who did not meet the approval of the Chancellor, which worthy gentleman needs Mellon money not only to finance his school but to build his famous cathedral of learning. Woltman and Nunn were also un-

popular with the Trustees because of their general civil liberties activities.

In Maryland following a very "respectable" intercollegiate liberal conference the Dean of Washington College expressed doubt that his institution would countenance a liberal club. The Dean of Men of Western Maryland College made the childish remark that students "who wear wide trousers, emblems and open shirt fronts" are few in his institution and don't need a club.

At the University of Maine an honor student is to be denied his diploma because he was conscientiously opposed to taking military training.

In Boston University a very serious case of interference with academic freedom which has not yet received publicity is that of Miss Elizabeth Nutting of the school of religion who was dropped without fair notice near the end of the academic year by President Marsh on the pretext of a reorganization of the school. As a matter of fact, all the courses taught by Miss Nutting were kept and it is clear to her own students and to inquirers that she was dropped for her social opinions. She was the only member of the faculty who voted for Thomas and Maurer in the faculty straw vote. She opened her classes to occasional discussions from the point of view of Socialists and labor men and finally she organized a social club among the students which included both whites and Negroes. It is quite obvious that so dangerous a person as that should not be allowed to teach religion in Boston. What Boston University would do to the Sermon on the Mount or its author if the centuries had not made them both vague and respectable, one trembles to think.

These are only samples. Yet on the whole interest in student liberal clubs or forums is growing. In Brown University, Massachusetts Agricultural College and Colgate, all of them commonly regarded as conservative institutions, liberal clubs are in process of formation. There is also some healthy opposition to compulsory military training, notably in Ohio State University where things are likely to come to a head next fall. Pretty girls and polo ponies are, however, tending to make military training more palatable in many institutions.

If on a journey thou canst not find thy peer or one better than thyself, make the journey stoutly alone; there is no company with a fool.—*Gautama*.

BOOKS

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

—Emily, Dickinson.

BRITISH GENERAL STRIKE IS HIGH- LIGHT IN NEW LABOR NOVEL

By Esther Lowell, Federated Press

Any American worker who was thrilled by the demonstration of workers' solidarity in the British general strike of 1926 will enjoy "Clash," a novel by Ellen Wilkinson, Labor party member of parliament.*

Through the experiences of a young woman trade union organizer, a brief panorama of the great walkout is given. The reader lives, with Joan Craig, through the preliminary conferences where the trade union chiefs parried to avert the strike and had their hand forced. Then the strike itself, with the government partially prepared, using blue-blooded strikebreakers; and the labor movement hastily putting into action every possible volunteer, organizing only when the fight was on.

Then the sudden termination, which several of Miss Wilkinson's characters call an "unconditional surrender." The cry raised by the workers in self-defense: "All back or none." Victimization, despite it.

Joan does a clever bit of "buccaneering," as her union head calls it, to force the return of a group of chemical workers. The boss wanted to "rationalize" his plant by firing the old skilled workers, reorganizing with girls. Later the young heroine is sent into the mining area to organize relief, and the terrible conditions of Britain's coal diggers are vividly sketched.

Throughout the novel run Joan's two romances, her struggle to choose a mate and yet not yield up her career as a labor organizer and possible member of parliament for a metal district. The clash of classes so strongly evident in the general strike dims a bit for the girl in the company of her wealthy, liberal friends. The union superior warns her in friendly fashion that giving in to the fleshpots means losing the feel of poverty that puts fight into labor leaders.

*Clash, by Ellen Wilkinson. George C. Harrap & Co., Ltd., 41 Parker St., Kingsway, London, England, W. C. 2. Price 7/6—or \$2 postpaid.

Ellen Wilkinson's novel is exceedingly well built. It is distinguished by exceptional clarity, both as to the labor movement and as to modern woman's position. It frankly challenges the more conservative leaders of British labor, but the author does not clog her swiftly moving, dramatic story with extraneous berating of them. "Clash" well deserves reading by those in the American labor movement. Let's hope it will be published here.

1929 LABOR YEAR BOOK*

A Book Review by Horace B. Davis

Federated Press

Nobody who expects to do much speaking or writing on labor topics can afford to be without the tenth American Labor Year Book, recently published by the Labor Research Department of the Rand School of Social Science under the direction of Solon de Leon and Nathan Fine.

Change is so much the order of the day that trends and statistics dating from even two years ago become antiquated in the interval. Continual reinterpretation and reanalysis is necessary. Whoever continues repeating formulae will simply be laughed out of court. Authoritative statistics industriously collected by the editors of the Year Book are here presented in a form that is simple and at the same time telling. While the sources used are most often official, the authors do not hesitate to draw freely on the findings of such bodies as the National Association of Manufacturers and the National Industrial Conference Board. Interpretation in such cases is the authors' own. The catholicity of sources used is a strong point of the manual.

The foreword points out that while industry has turned out more wealth than ever before and profits have set new high records, the worker's proportionate share of the new wealth created has never been so small. The pace of work is faster and the number of industrial accidents greater than at any previous time.

The 15 chapters deal with industry, commerce, finance, agriculture, labor and social conditions; trade union organization; strikes and lockouts; labor legislation; court decisions affecting labor; civil liberties, workers' education; international

*The American Labor Year Book, Volume X, 1929. By the Labor Research Department of the Rand School of Social Science. 302 pp. \$2.50.

relations of labor; labor abroad; new books and pamphlets; international labor directory. In addition there is prefixed an international labor diary for 1928.

While the chapters for the most part simply bring up to date similar sections in previous editions of the Year Book, certain interesting and in spots original interpretations are included, especially in the first three chapters. Thus the authors challenge the current conception that American agriculture is suffering from a depression which is merely temporary and which may be handily relieved by some governmental nostrum. They present data showing the entry of large-scale operation of farms—factory farming—on three different models, and foreshadow the growth of an American peasantry.

While full of merit the compilation has serious errors of omission, proportioning and arrangement. The problem of migratory labor, especially of children, receives insufficient attention. The chapter on trade union organization concentrates too heavily on the fortunes of several organizations, so that we get no clear picture of the development of such activities as labor banking (which is not even indexed), union-management cooperation, and the growth of benefit features. No attempt is made to estimate total trade-union membership for the United States, much less for the world.

The program of the British Labor Party is not given, but a page is devoted to Milwaukee's leadership of the world as depicted by Mayor Hoan. This eulogy includes such guff as the following: "There is less unemployment in Milwaukee than elsewhere."

Too much space is devoted to our embryonic workers' education movement, but this discussion nevertheless unaccountably omits a description of the Wisconsin Summer School for Women Workers. There is a list of the labor organizations which endorse Manumit School, but no list of organizations affiliated with any of the international trade union federations. Data on farm labor, and on child labor in agriculture, might better have been included in the chapter on agriculture. The founding of the American Association for Old Age Security is not mentioned.

Education makes a people easy to govern but hard to enslave.—Brougham.

THE CHILD CENTERED SCHOOL. By Harold Rugg and Ann Shumaker. Published by The World Book Company, New York, 1928.

To teachers who handle classes of from forty to fifty or more pupils this book will seem like a fairy tale for the classes in the Lincoln School are never larger than twelve or fifteen. This study shows what splendid work can be accomplished with small groups of children who are permitted free and unhampered self-expression. This is especially true in music, drawing, and poetry.

All activities in the programs presented in this book are built around the principles advocated by Dewey. There is a new note introduced with Dalcroze Eurythmics, a subject quite well known in Europe but only little known in this country. The underlying principle of the Eurythmic system, as set forth in this text, is that each individual learns at his own rate of speed and, therefore, all learning in the school program should be adapted to the particular needs of each child.

It is well worth the time of teachers and parents to read this book even if our children have to attend school in classes of large size. By learning what can be accomplished with children in classes of small numbers both teachers and parents will be stimulated to interest themselves in the reduction of the numbers in classes in our schools. Some day Boards of Education will realize that it is the poorest economy possible to increase numbers in classes in order to save money. Money may be saved but opportunity for many boys and girls will be sacrificed. Robots will continue to be turned out where artists might have developed.

—M. L. G.

A NEW BOOK ON THE SOVIET SCHOOLS

Speaking of the American visitor to Soviet Russia, Prof. John Dewey recently wrote (p. 107 "Impressions of Soviet Russia").

" . . . if his experience is at all like mine he will deeply regret those artificial barriers and that barricade of false reports that now isolates American teachers from that educational system in which our professed progressive democratic ideas are most completely embodied and from which accordingly we might, if we would, learn much more than from the system of any other country."

In the same spirit the veteran British educationist, Prof. W. T. Goode, M. A., introduces by his foreword "Schools, Teachers and Scholars in Soviet Russia" just issued by Williams and Worgate (postpaid 60 cents, from 9 Eastbourne Road, London, W. 4, England). It is a well illustrated descriptive account of visits made to the Soviet Schools by the radical British Teachers Labor League supplemented by the investigations of an individual member who spent six months collecting information and examining schools. While not so well presented as in Lucy L. W. Wilson's "New Schools of Soviet Russia," its detailed information is more up to date and is less impressionistic and philosophic than Prof. Dewey's book mentioned above.

The Soviet education system still remains a laboratory intensely interesting to all teachers. Anyone who has faced, personally the eager questioning of the enthusiastic teachers and their pupils cannot doubt that finally illiteracy will be swept away. Dangers of vocational education do not exist there because the school is intimately linked with life. The teachers are well organized and run a weekly organ with 100,000 circulation in addition to other widely read publications. The various types of schools, their methods and problems, are all described and compared to those faced in other countries. Surely a book worthy of attention to all interested in education apart from their views of general Soviet policies.

—MARK STARR.

PROGRAMS FOR SPECIAL DAYS

Programs suggested for use in celebrating Armistice Day, Goodwill Day and Memorial Day, which have the focus of attention placed on heroes of Peace and avenues for world cooperation, rather than military achievements, have been compiled by the Education Committee of the Women's International League for Peace and Freedom, and are available upon application to the

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OUR PEDAGOGIC PANORAMA

THE TREND OF THE AMERICAN UNIVERSITY. By David Starr Jordan. Stanford University: Stanford University Press. Edition of 250 Autographed Copies, \$7.50.

HAVE WE KEPT THE FAITH: AMERICA AT THE CROSSROADS IN EDUCATION. By Charles A. Prosser and Charles R. Allen. The Century Company, New York, \$2.75.

The first of these volumes consists of three addresses by the well known scientist and educator. They furnish an excellent panoramic view of our higher educational development during the past half century. In 1887 Dr. Jordan was very optimistic. He thought the "old forms in education" were "passing away" and that not far in the next century the bachelors degree would "cease to be regarded; and its kindred, the degree of the Master and the Doctor," might not "survive long." He thought too that the "traditional" four years college course would disappear with "the cap and gown" which belong to "the babyhood of culture."

By 1898, Dr. Jordan was offering "An Apology for the American University." If the college of the past had "dealt chiefly with records and traditions" the university was now "alert to all the problems of political and social development," thoroughly devoted to the higher interests of the nation. He quoted Lord Bryce to the effect that America was boasting little of her universities though she had a greater right to be proud of them than anything else. He emphasized the democracy, effectiveness and idealism of the university. If it had not yet arrived, it would at no distant day.

Viewing these institutions thirty years later, 1927, Dr. Jordan is not nearly so optimistic. He is quite realistic and critical. They begin too far down and have too many "rah-rah's" in them. The "dead hand" still lingers as "tradition and inertia," "influences felt by student and teacher alike." He discusses at length "Standardization, Information-giving and Routine" as prevalent in the universities. Even the sciences are being handled now in the same deadening way that is too frequently employed with the humanities. They are "deluged with mediocrity" and afflicted with our urban malady, "gigantism." However, Dr. Jordan does not despair. On the whole the "trend" of university education is toward "sane

and moral life" and the erection of a "Spiritual Superstructure." It will yet fulfill its true function which is to "umpire, not to advocate—not to provide students with sound opinions" but to "put them in position to form opinions."

In the second of these volumes we have not only a panoramic view of a large part of the educational field but also a very comprehensive and exhaustive study. Historically, theoretically, practically, statistically and graphically, quoting extensively from many authorities past and present, stating their own "progressive" views attractively and convincingly; these two very able educators have rendered a valuable service to the cause of school reform and advancement. The sympathetic reviewer has one major concern: who will read, consider and profit by these 429 pages? Could not the message have been put over better in less space and perhaps with less of repetition?

Certainly, students in the normal school and pedagogy classes of colleges and universities cannot be expected to read this book, even as a "required" reading. The "typical American teacher" will not have time to read it. *She*—(85% of our teachers, we are told, are women)—serves only three years in the schools, from her twenty-third to her twenty-sixth year. Nor can *he*, the "conservative school man," be expected to read it. Belonging to the 15% minority and mostly in the administrative service, "with his back to the wall," overwhelmed with routine, constantly subject to the pressure of conflicting demands from every quarter, the "school man" is either by nature or by habit an ultra conservative. Moreover, as our authors suggest, he belongs to a "huge military organization of educators all of whom are engaged in the set task of putting an infinite variety of youth through a standardized process carried on by a standardized teacher trained in a standardized way to give all of them a standardized educational experience."

If our "standardized," "conservative," "militarized" school man is ever to do anything worth while for school reform, he must have efficient aid from outside the system which is now "following an outworn psychology, clinging to traditional educational aims and policies, and practicing discredited methods of instruction—worshipping the past, ignoring the present and burying its head in the sand against the inevitable future." When the "amazing contrast between our rapidly chang-

ing social order and the inertia of the schools is brought to his attention, the ultra-conservative educator answers that the schools can only move slowly," and "talks vaguely about 'fundamental knowledge' and 'scholarship'."

The "fathers" dreamed of schools "wherein the citizen would be trained in those desirable habits of thinking and doing which are necessary to his efficiency in democracy." We have not kept faith with the fathers because we have developed a system "which may be called a school factory," turning out a standardized citizen, not a thinking, creative man and woman. We stand now at the "crossroads." Shall we follow the aristocratic, Hamiltonian theory and aim to "prepare 'superior persons' for the enjoyment of leisure," or the democratic, Jeffersonian program to train "everybody for service of some kind to the nation."

Again, our authors suggest, "the most important problem in a democracy is to get intelligent leaders and intelligent followers through the utilization of wise teachers." We have failed to solve this problem, having developed instructors and research people at the expense of "wise teachers." Indeed, "we have gone to seed in this country on the development of the first mentioned school people to the neglect of real teachers and leaders." Like Dr. Jordan, the authors of *Have We Kept the Faith* are hopeful that schools will yet be "service agencies to life experience—interpreting and enlarging what life teaches. Instead of masters isolated from human affairs, they will be servants of life." "They will be dynamic, no longer static institutions." They will give not a "preferential but a universal service. Only in these ways will any system of education realize the dream of the fathers or justify the faith of this citizenship in that system as the chief agent for the perpetuation of this Republic."

J. E. KIRKPATRICK,

In "Books," N. Y. Herald-Tribune.

A biography of John Mitchell, the labor chief who led one of the greatest strikes in American history, has been written by Elsie Gluck and was published in April by the John Day Company. The book, entitled *John Mitchell Miner*, is built in great part from first-hand research, including hundreds of interviews with men who worked with or against Mitchell.

LOCAL NEWS

This section of Local News the editor is confident will in the future be more complete and interesting. The Executive Council has instructed the secretary to send out to locals on the first of the month a news letter. Courtesy requires that a letter should be answered; the answers will fill this section with worthwhile material.

CHICAGO, LOCALS 2, 3 and 199

The October meeting of the Chicago Federation of Men Teachers was held the evening of October 11. As usual there was a large attendance, evidencing that the many new members are truly interested working members.

The program included:

Teachers' Councils.

Adult Education.

Teaching Conditions in the Junior High Schools.

Special Report on the Overtime Problems in Senior High Schools.

Roll Call of the Schools on the Membership Situation.

Music by the Federation Male Quartet.

The Federation of Women High School Teachers is continuing to increase its membership. New members are coming in because of the splendid legislative accomplishments of the Unions last year.

All the committees are actively at work. The Education Committee, Miss Clark, chairman, is about to complete its work of the study of the teaching load. The Teaching Conditions Committee, Mrs. Williams, chairman, is collecting data in regard to the closing and beginning of semesters with a view of making a recommendation for improvement of method.

The other active committees are: Membership, Mrs. Mendelstein, chairman; Finance, Miss Taggart, chairman; Insurance, Miss Robb, chairman; Legislation, Miss Hursen, chairman; Radio, Miss Crum, chairman. Miss Wilson will act as assistant secretary in charge of the distribution of literature. A special committee in charge of Miss Crum is investigating the number of temporary certificates.

The Elementary Teachers' Union, Local 199, held an open meeting at the City Club, October 4th. The subject of discussion was *How the Unions Are Solving Teachers' Problems*. The presidents of the three unions, Miss Agnes

Clohesy, Mrs. Lucie H. Schacht, and Mr. James A. Meade led the discussion.

Mrs. Florence Curtis Hanson reported on the World Federation of Education Associations Conference at Geneva, Switzerland.

NEW YORK, LOCAL 5

The Sixth October Conference of the New York Teacher's Union was held October 4, 5 and 6. An account of this meeting will be given next month.

The Union is continuing successfully its membership campaign. The teachers of New York are realizing where they and the schools get their protection and are waking up to a sense of the cheapness of accepting protection without giving support.

The Union Teacher is published monthly during the school year and is sent to all the locals of the A. F. of T. If you are not receiving yours let the Union know at its office, 70 Fifth Avenue. You assuredly should not miss the September number which has some splendid articles, notably "Shall We Terminate Dangerous Conservatism?" "The New Field of Mental Hygiene," and "Teacher Training and Progressive Education."

SACRAMENTO, LOCAL 31

The officers of the Sacramento Federation for the coming year are:

President—O. B. Williamson, Main High School.

Vice-President—Miss Nelle Flanders, William Land.

Recording Secretary—R. H. Thurmond, Main High.

Corresponding Secretary—Mrs. Alice Noonan, McKinley.

Treasurer—H. G. Baugh, Main High.

Delegates to Federated Trades: A. S. Loomer, Main High; C. H. Nielsen, William Land; R. S. Blackden, Main High; O. G. Cummins, Special; J. N. Gardner, Main High.

Delegates to Women's Council—Miss Lauretta Ferguson, Main High; Miss Louise G. Flaa, Main High.

Delegate to Chamber of Commerce—Miss Lottiellen Johnson, Sutter.

SAN FRANCISCO, LOCAL 61

The San Francisco Federation of Teachers is conducting a most successful membership campaign. In September the membership was nearly doubled. The goal set is 100% and the prospect is bright.

Mr. James W. Mullen, chairman of the Citizens' Salary Committee (appointed by the Board of Education), editor of the *Labor Clarion*, the official journal of the San Francisco Labor Council, and one of the outstanding labor papers, addressed the Federation at its meeting September 23.

The following officers were elected for the ensuing year: president, Mr. P. J. Mohr; vice-president, Mr. H. P. Dole; financial secretary, Miss M. C. Glazier; treasurer, Mr. C. A. Davis; recording secretary, Miss M. G. Roddy; delegates to the San Francisco Labor Council, Mr. E. J. Dupuy and Mr. M. J. Jacobs.

M. GERTRUDE RODDY,
Recording Secretary.

ATLANTA PUBLIC SCHOOL TEACHERS' ASSOCIATION, LOCAL 89

The Public School Teachers' Association of Atlanta is entering upon a new year with new officers and a full program of work ahead.

Plans are in the making for the issuing of a monthly magazine to cover the work of the association as well as general news of interest to the educational world, and with this end in view a new secretary has been appointed who has had experience in magazine work. Mrs. S. D. Halley, who formerly directed the publicity of the Junior Red Cross in Atlanta as well as that of other organizations, has been elected to hold this position for the coming year.

New Officers

The following are the newly elected officers of the Association, each one of whom holds a prominent place in the teaching profession in Atlanta: President—Miss Allie B. Mann, who heads the Science Department of the Girls' High School. First Vice-President—W. J. Scott, of the English Department of Tech High School. Second Vice-President—Miss Lamar Jeter, Assistant Principal of Joseph E. Brown Junior High School.

Third Vice-President—Miss Lucile Nolan, Principal of Adair (Elementary) School.

Recording Secretary—Miss Ira Jarrell, Principal of McLendon (Elementary) School.

Financial Secretary—Mrs. R. B. Whitworth, Principal of Fair St. (Elementary) School.

Treasurer—Mr. E. L. Floyd, Assistant Principal of Boys' High School.

Educators in Atlanta and Fulton County have been much interested in a Bill which was passed at the recent session of the State Legislature which provided for a merger of the county and city school systems. This Bill was introduced into the legislative body without notification to the school department and apparently without consultation with any of those most to be affected. The action came in the nature of a complete surprise.

A special meeting of the Public School Teachers' Association, Local 89, was called by Miss Mann as soon as the school season opened. More than 600 teachers responded to the call and a report of the proposed merger was presented by the executive committee of the organization. This report covered opposition to the merger on the part of the committee as well as a review of the Bill with reference to its effect on the legal and professional rights of the teachers.

Many of the teachers were not in Atlanta during the session of the Legislature as they were attending special courses of study elsewhere during that time. The comprehensive review of the situation offered by the executive committee of the association was, therefore, of real value to the members of the organization.

The Bill as passed provided for a referendum election to be called at such time as the county board might appoint, but to the present date (Sept. 27) no election has been called and educational workers are giving careful attention and consideration to the entire question with a view to arriving at the most practical solution of the problem.

Mr. George Powell, who has served the Atlanta Board of Education as its President for the past three years was forced, by a change of business residence, to resign this post and Dr. McIntosh Burns, Vice-President of the Board was elected to fill the position of President.

Mr. Powell was held in highest esteem by the teachers of Atlanta and by the administrative body of the schools. As an evidence of this re-

gard a beautiful dinner was tendered Mr. Powell by the teachers of the city and he and Mrs. Powell were presented with handsome gifts as evidence of the gratitude and regard of the Atlanta teaching body.

ALLIE B. MANN,
President, Local 89.

COMMONWEALTH, LOCAL 194

Commonwealth Retains Non-Propaganda Ideal

Unique College remains true to aims and methods of its founders.

Mena, Ark.—“Commonwealth as a labor college, will never become the instrument of any faction within the labor movement,” declared Clay Fuls, instructor in law at Commonwealth College, in discussing recent events within the American labor movement.

“The founders of Commonwealth,” he continued, “wished to establish an institution where every faction could have its representative and get a hearing; where every idea or notion of interest to labor could be presented by its adherents; where the best ideas might win out by their intrinsic merit.

“While every teacher and student at Commonwealth,” he added, “is free to ally himself with any group or faction, and while it is probable that some of our teachers and students will join up with the recently organized Conference for Progressive Labor Action, Commonwealth as an educational institution for workers will not ally itself with any faction, it will not become the seminary of any sect.”

SAN DIMAS, LOCAL 210

A new local has been chartered at San Dimas, California. It has started off with real enthusiasm and faith in the value and effectiveness of our movement. H. J. Voorhis is the secretary.

VACATION BAIT FOR TEACHERS

Editor, The American Teacher:

I have just returned from a summer's vacation—and broke. On my desk I found a heap of second class mail and sundry circular letters. The latter I glanced through first and I was struck by the fact that four different financial institutions knew, evidently, that I was broke for they were all inviting me to borrow money of them at attractive terms. For instance, one of these beneficent loan companies solicitously begins its letter to me as follows: “Are

You in Need of Financial Assistance to Complete the Vacation Period, to Pay Other Bills, or Any Other Purpose?” (Capitals theirs.) All of them promise strictly confidential arrangements.

Had those letters come to me singly I might have passed them by. But to have four of them on my desk at one time staring me in the face and proclaiming to me my financial predicament set me thinking. I recalled that last May and June I had received a similar number of letters offering to help me enjoy a pleasant vacation. One had come from far off Rhode Island and it had assured me that I could secure a loan without the embarrassment of reference to my employer or friends. All I had to do was to fill out the blank spaces with the desired information and the money would flow in my direction.

The above observations were to preface a question put to readers of the American Teacher but as I write I begin to consider the question foolish for I think I already know the answer. However, would it not be interesting for teachers to compare notes on the extent to which loan companies are, wolf-like, hounding us? It might also be pertinent to ask if loan companies assume a similar fruitful field of exploitation existent among the other professions, e. g., law, medicine, etc.

If teachers generally are recipients of letters such as have been indicated, it is probably safe to assert that the practice indicates an interesting attitude toward teachers, namely, an assumption that the teacher's wage is not a saving wage, that teachers as a class are likely to need financial assistance during the summer period of unemployment or a similar assistance until the first pay day. It is true that such conclusions may be weakened by the assertion that teachers, by reputation and calling an honorable class certain to meet all obligations, are a desirable and safe risk and are therefore pestered more than are other professions. But being a teacher and knowing the teacher's usual financial status, I incline to the former of the two positions. But whatever the motive which actuates loan companies to pounce upon us each summer, the results expressed in the desire to profit by our misfortune is an insult to the teaching profession. And the pity of it is that perhaps teachers generally do not recognize the sting of the insult.

—E. E. SCHWARTZTRAUBER.

The greatest foes of accomplishment are waiting for unpunctual people, listening to people who have nothing to say, and letting people take ten minutes to say what might be said in two.”—*Professor James Moffat.*

You can tell by the way nature hung man's arms that she didn't expect him to pat himself on the back.—*Royal Arcanum.*

Confidence is of slow growth in an aged bosom.—*William Pitt, Earl of Chatham.*

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1929

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Our Slogan Is:

Democracy in Education: Education for Democracy

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