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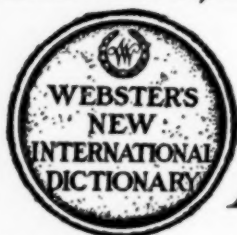
EDUCATION FOR DEMOCRACY

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DECEMBER, 1929

VOL. XIV. No. 4

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The American Teacher

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Volume XIV, No. 4

DECEMBER, 1929

Two Dollars a Year

The Press as an Educational Influence An Address to the Washington Teachers Union, Local 198

By Mr. Edward Keating, Editor of "Labor"

Mr. Harvey—Friends,

Mr. Harvey was telling a story about the irate soldier who returned to his home to find that a story had been written to the effect that he had been hanged. This reminds me of an experience that another newspaper man had. He printed an item in his paper to the effect that the most prominent citizen of the city who had been away from home for a long time had returned, and in making the announcement he said that Colonel Jim Smith, the battle-scarred veteran of this city, had returned, and the printer making a mistake changed the A to O making it read the bottle-scarred veteran of the community, Colonel Jim Smith, had returned. Jim went down, very angry about the matter. The printer corrected the error in the next edition but left one of the R's out of the word scarred making it read the battle-scarred veteran of the community had returned. Then the printer left town.

On an occasion of this kind it is customary, of course, for the toastmaster to speak kindly of the press. As a rule he says that the newspapers of the country are perhaps the greatest educational influence in the country, and then he hesitates and says, "Well, of course, I might except the schools and probably the churches."

I have been in the newspaper business, after a manner, about forty years and I am fond of the profession. I believe that, if I have the opportunity to return to the earth again, I will once more go into a newspaper office. I have a very high opinion of my craft, or calling, or profession or whatever you want to call it, and I am very fond of all those engaged in it, and yet I cannot agree with the verdict that the newspapers of the country are a great educational influence. Some newspapers, only a few however, may be, but when you consider the opportunities afforded the newspapers of this country,

and then when we examine the columns of the daily newspapers as they come into our homes, I think we should appreciate how far the members of my profession have fallen from the standard they might have taken.

Publicity or News

For example, just ask yourself these questions: When have you seen a book review in a newspaper that was worth reading? When have you read an article on Art that was worth reading? Do you know a newspaper in the city of Washington which prints a dramatic criticism that is worth reading? Most of us go to the theater and we find that column after column of its notices are this press agent stuff, that is, exactly the material turned over by the press agent for release, and yet the people of this town are tremendously interested in dramatics of all kinds. And those that are interested in science, when did they encounter a scientific fact clearly stated in the newspaper? As I say there are exceptions but on the whole this lack is not confined simply to the items that might appeal as a matter of education. Why, not even in the sporting columns does the newspaper tend to educate its readers! For instance, when a prize fight is promoted the press prints what the promoters or press agents give them, that particular ballyhoo, in order to get an audience to come out to the fight.

Now, on the other hand, of course the newspapers can't be constantly preaching to its readers. The newspaper can't be running a university in its columns.

The Function of a Newspaper

My own notion of the function of a newspaper is something like this: I believe that a newspaper contracts with its readers to sell the news—the news of the world just as a grocer may arrange with you to sell you flour and

sugar, a butcher sell you beef. So the newspaper's first duty is to give its readers the news of the world and to state that news clearly and accurately.

I think the newspaper has a right on the editorial page to undertake to interpret the news and to state the opinions of the editor, and the reader may read the facts, may reach his own conclusions, and if he so desires may turn to the editorial page and find what the editor thinks about it.

To me news in this country is often not clearly and accurately stated by the papers. There are a few newspapers in this country that adhere to the rule of giving only accurate information as rigidly as may humanly be expected, but these papers could be easily numbered on the fingers of two hands, even perhaps on the fingers of one hand.

As a rule a news item is filled with propaganda. Now let me just illustrate what I have in mind on this subject. For instance, the stock market. What has been happening in the stock market? Now remember the newspapers are expected to deliver the news to their readers. For years or since the middle of Mr. Coolidge's first term until a few weeks ago, practically every newspaper has given the impression that there was no end to this boom, although stocks were selling in many instances on a basis that did not pay more than two per cent on the market price. Nevertheless, you will search the files of the newspapers in vain for the slightest information that the people were facing a dangerous situation. Then when the break did come, day after day the papers announced that the end had been reached, and that now the danger was over.

Propaganda

Finally, they printed a statement that someone had offered to buy a million shares of Standard Oil stock at \$50.00 a share. Now, if truly presented that was a very important item, but did you notice that no name was given. There is a rule in the newspaper office that every cub reporter is supposed to know, to understand, and follow; that there should be some authority for the statements made. Where did the papers get the statement that someone had offered to buy a million shares of Standard Oil stock at \$50.00 a share? It was handed out by

some Wall Street press agent. No one assumed responsibility for it. Then in order to make the statement strong the press started making surmises as to who the man was. It was believed to be Mr. Rockefeller. Mr. Rockefeller did not say he made the offer, and so far as the fifty million dollars was concerned, where was it? The whole object it seems was to boost the market and make a lot of people who were getting nervous come back and buy more.

We might ask who is responsible for all of this. Well, in the first place we must consider the question of the ownership of the paper and its backers. Very often there is a great pressure brought upon the editor to have him give a particular slant to a particular question. However, the ownership of a paper and the pressure on the editor is never, I feel, an excuse for distorting or even for editorializing news.

I believe when you back up a newspaper you should get what the name indicates, the news of the world in an understandable fashion, and this is particularly true of a foreign newspaper. The next time you pick up a daily newspaper and you read the details considered foreign in this country, unless you have been a student of foreign affairs, try to understand what it is all about. Take for instance the cabinet crisis in France. Naturally you will want to know what caused the crisis, to understand what it is all about. And I think that the newspapers are obliged to give you that story of what happened in such a way that you may know why Briand's cabinet fell. You will find it extremely difficult to find out what it is all about. I think, quite frequently that news presented in this fashion is so presented with no desire to misinform the readers, but simply because the newspapers have not paid enough to get first-class writers who can give the news accurately.

A Sweated Industry

A great deal of the responsibility is to be placed upon the fact that the newspaper profession is somewhat like the teaching profession in many places. It is a sweated industry. The wages paid in the average newspaper office are entirely insufficient to attract to the newspaper business the kind of men who should be employed in the news business, if you are going to raise this business to such a standard as to have it have an educational influence. What kind of

man is required to sit in the gallery of the Senate eight or ten hours and listen to a running debate, and then write a two-column story for the morning paper, on the day following, which will convey to the readers a vivid, accurate, interesting picture of what took place there?

Some of you here may be teaching English. You will perhaps appreciate the difficulties of the man who tackles that particular job. It requires a man of education. It requires a man who has very considerable skill as a writer, and in addition a fine sense of news values, so as to know what to play up and what not to play down. I think this work requires a man of as great capacity, and as broad a knowledge of things in general as is required of a man to take care of a law suit or to serve as a physician or to serve in any other profession. What is such a man worth? The fact of the matter is that outside of the so-called stars of the newspaper business the rank and file of men working in newspaper offices of this country are not drawing much more than the paltry sum they did fifteen or sixteen years ago, despite the great increase in the cost of living. Even fifteen or sixteen years ago no one who expected to rear a family could get along on the wages of the ordinary newspaper man of the editorial department. I remember what first started me along trade union lines. You know, of course, that I came from a trade union family, but that alone did not put me into the movement.

White Collar Workers

I secured my first job on the newspaper in what is known as the proof room. We were supposed to be connected with the editorial department. We were white collar workers. We had a social status higher than printers and linotypers. They were a greasy, dirty lot. But we went with the men who wrote editorials, the city editor. We worked seven nights a week, and we worked just as long as the boss wanted us to work. He told us when we should show up and when we could quit. He fixed our wages, and we got less than those grimy fellows and they would get a night off, on the paper, once a week. They could wash up and go out with their girls, but the white collar workers remained. There was no vacation for us unless we took it at our own expense, and we didn't have money enough to lay off. We were kept in

a stuffy room. We protested but we didn't get anywhere. Although the boss-man was a Christian, he paid no attention to us.

Finally, one day, the typographical union met and without consulting us told us they had adopted a resolution that after a certain time each man must belong to a typographical union, and any member working must not work more than eight hours. So of course I was delighted to join; not only must we join the union but we must have a day off each week, and we must have \$6.25 more a week in our pay envelopes. Well, workers with a social status so-called were delighted to join with the grimy fellows.

A Reporters Union

So after that I wandered along until I had become managing editor of that same daily paper. When the reporters decided that they would join a union, and managing editors would not be permitted to join, a man came to me and asked if the reporters were organizing a union.

He said, "You know you can't organize brains."

And I said to him, "Have the reporters brains enough to organize?"

But they didn't have brains enough to stick together, and today you can go through the newspaper offices of the country and you will find these men have hung on without a union, and hence are working for less than they should get. One of the serious facts is that the newspaper men who should be getting the higher incomes in the newspaper profession as such have gone into another field which pays a very high income. You will find the tendency among some of the fine men in the game is to get into this dreadful thing called Publicity.

The thing is they can get more time and more money in the publicity end of the game. And so in this extremely important end, the news writing work, the part which serves us, we have only these over-worked and under-paid men. The next time you pick up a newspaper just remember that you, perhaps, are getting the kind of news items that these over-worked and under-paid men are writing.

This lack of well-paid and hence well-qualified news writers is one reason why the newspapers are not taking advantage of this tremendous opportunity; that is, making the newspaper of

(Continued on page 5)

Does Your Local Need an Office?

By Florence Rood
St. Paul Women, Local 28

Whenever teachers, representing progressive groups, discuss ways in which they may improve their organizations, a comment heard is, "What we need is an office, if we can't have more, where we can centralize our activities; but we can't afford it." Perhaps the ten years' experience of the St. Paul Federation of Women Teachers in keeping up headquarters may suggest a plan to those who hesitate to make the attempt.

The first venture, advisedly, was a modest one. Two inexpensive rooms in a small office building were secured and here, with what it could use of equipment left from Red Cross work during the war, the Federation "set up housekeeping."

Somewhat later, space was offered in a building which it was hoped might be occupied only by women's organizations. Without a penny in

furnish the space leased was quickly over-subscribed. The larger number of the loans was in small amounts.

The job of the purchasing committee was not an easy one but, in the vernacular, it was lots of fun. Every penny had to do the work of two, sometimes of ten. In part the furnishings were new; but shortly, committee members were hailing fellow with every second-hand furniture dealer at the north end of St. Peter Street. Of the bargains found in dusty corners and lofts, none could be bought from us except at a price! The results of the thrift, energy, and taste of the committee, it was told, were the most attractive club rooms for women in the city. Within the past year, the Federation moved to its present quarters, an improvement in location as well as in other ways.



the treasury with which to furnish larger quarters, a committee was appointed to consider the situation. The recommendation of the committee was that loans should be asked of members of the Federation, of not less than \$5 nor more than \$50, for periods of one, two, or three years, without interest. It was decided that the indebtedness could be paid from dues in that length of time if no other means could be devised. Incidentally, it was paid at the end of the first year from the proceeds of a lecture course. The plan was approved and the response from the members so prompt that the amount necessary to



"Why should a teachers' organization need a business office?" is a question often asked. The old style teachers' association did not; it had no business. But locals of the American Federation have programs of action. The St. Paul Federation of Women Teachers believes a place devoted to its activities is a help to greater efficiency and, therefore, greater service.

Here the board and committees gather and work without interruption. Reference material can be collected and filed where it is available when reports are to be prepared. Officers have

proper places in which to keep their records. The parlor, with its air of homelike hospitality, and the kitchenette, offer opportunities for social times which are liberally used. Outside groups can be invited in for conferences. Teachers' organizations fail to take advantage of the help they could get, not alone by enlisting the services of friends but by converting critics into supporters, through an explanation of what they propose to do. There is a tactical advantage in debating on one's own field. The invitations which come to share in civic enterprises, in part because the Federation is permanently located and accessible, are surprisingly numerous. Every such request, within the bounds of possibility, is met as a part of the policy of Local No. 28.

Aside from the fact that the efficiency of the organization is increased by centralizing its work, there is a dignity in paying one's way which is enjoyable. Why should not a group of teachers be responsible for its rent bill instead of joining the overly large numbers of clubs and associations which are housed through the courtesy and at the expense of other people?

A GOOD WORD

A letter from Frank Morrison, secretary of the American Federation of Labor, says: "I express the hope that in the coming year you will add another increase to your membership. There is a great field for the American Federation of Teachers. There are so many thousand teachers unorganized. They should be organized and they can be organized. I am sure that the coming year is going to be a good one for organization among the teachers."

The Press as an Educational Influence

(Continued from page 3)

this country the greatest educational factor in this land. And I believe that if some newspapers were only wise enough to follow this course they would procure a large public following. I think that the New York Times and the Baltimore Sun are examples of those papers that employ these more socially profitable policies. I believe that if the thing were taken up through the entire land the people would follow. And I look forward to having the enlightened people of this country support the high-minded men of my profession in a joint effort to make the press a great educational force in this country.

QUESTIONS AND ANSWERS

1. What is the American Federation of Teachers?

The national professional organization of classroom teachers affiliated with the American Federation of Labor.

2. When was it organized?

It was organized April 15, 1916, and affiliated with the American Federation of Labor, May 9, 1916.

3. How was this organization effected?

A few locals, directly affiliated with the A. F. of L., under the leadership of a few teachers of vision who were thinking in terms of community interest and social progress, met in Chicago, drew up a constitution and applied to the A. F. of L. for a charter as an international union of that body.

4. What is the system of organization?

The A. F. of T. is organized on the local system. Any group of seven or more professionally qualified teachers, upon application to the Executive Council, and the payment of a fee of \$10.00, may be granted a charter.

5. Why did the A. F. of T. affiliate with the A. F. of L.

Because it recognized that organized labor was the major instrumentality in establishing our system of free tax-supported schools, has been their constant and consistent protector and defender, and has an advanced educational program second to none.

6. What is the educational program of the American Federation of Labor?

Better enforcement of the educational laws; wider use of the school plant; reduction in the size of classes; revision of teachers' salary schedules upward; increase of school revenues to maintain and develop public schools; co-operation between boards of education and superintendents and committees representing the teaching body in all cases of controversy between school authorities and teachers; tenure of position for teachers during efficiency; sound pension laws; protection of the schools from propaganda and all forms of exploitation; labor representation on school boards; compulsory attendance laws; free text books; opportunity for every child to receive adequate educational advantages.

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Occupational Disease of Teachers

When a teacher is asked what condition he feels calls most for remedy, he will say nothing about salary, but almost without exception at once reply, "Overcrowded classes, overcrowded schools, speed-up system."

The speed-up system as applied to teachers needs no explanation to them. They know only too well the pressure put upon them with its consequent nervous exhaustion. No moment in the day is free from duty, even the recess periods being employed in play-supervision. (Pitiable teachers but more pitiable children.) At the close of the school day comes the required university extension work. Vacations are only opportunities for further pursuit of formal studies. Otherwise the teacher's place is vacant for someone who can keep the speed-up pace.

When you ask a physician in any city among which class he finds the greater proportion of his patients, will he not agree with the Chicago doctor who said, "If it were not for the teachers, a good many of us doctors would have to find another occupation."

And between these two answers there is the direct relation of cause and effect.

A third question is, "What is the occupational disease of teachers? What disease do overcrowded classes, overcrowded schools, the speed-up system develop?" Dr. Frank Fischer, Seattle, says, "It is a significant fact that heart trouble is becoming exceedingly common among school teachers; and there is not the slightest doubt that this is traceable to the severe exactions imposed on their physical strength."

And as a last question, "Who will protect the teachers from this occupational hazard?" The teachers themselves must realize the situation. They must be alert to means for their own protection. They must recognize their own responsibility to devise measures against this particular form of exploitation.

Loan Sharks

Following Mr. Schwarztrauber's letter in the October *American Teacher* on the exploitation of teachers by loan agencies, we find a number of press statements on the subject.

The *Nation's Schools* for November has a forceful editorial in the advertising for these loan agencies which appears in some of the pub-

lications of teachers' organizations. It says: "It would seem as a matter of ethics that publications going to teachers should not carry advertisements of this kind. A straight narcotic advertisement urging teachers 'to form the habit' would not be more devastating'."

A special protest comes from Iowa.

"Money lenders carry on their lucrative trade under the Iowa pawn brokers' act, charging a monthly interest of 3½%. 3% extra is charged for office expenses, a registration fee, or whatever it is called. This brings total interest up to 45% per year. Evidently the business is successful.

"One firm has been in business for 40 years, another one is doing such a thriving business that the steps leading to the office were worn out in less than a year's time. And, the surest indication of sound profit, a third firm has appeared on the scene, appealing to the public by offering loans at only 2½% a month. None of these three firms operates with the customary three golden balls over the entrances of their places.

"Bankers, feeling the competition, have called into life a 'thrift company' operating under the Iowa banking act, which sets interest at a maximum of 8%. In order to get a loan the borrower must relate all his debts and his home economics. If his rent is too high he must consent to move into cheaper quarters, if his grocery bill is too large he is expected to cut down on his fare.

"All the sharks are doing well and apparently the market is far from the saturation point. What with the auto, the radio, and other necessary luxuries which can be pawned and still enjoyed, they need have no fear who have no qualms at squeezing a living from the poorest of the poor."

The American Federation of Teachers has organized a committee to make a study of this situation. A questionnaire is being sent to affiliated locals to determine whether their members are being solicited, by whom, what rates and what terms. It is hoped that prompt response will enable an early report to be made.

Organizing the South

Every organization affiliated with the American Federation of Labor is vitally interested in the campaign of organization in the South and none more so than the A. F. of T.

Secretary Frank Morrison reports that there are 6,300 unions now in the south. Among these are some of our largest and most effective locals. The most interested and promising field for organization of teachers that we have is in this section.

It is a matter of great regret that the A. F. of T. cannot respond to President Green's request that every international place an organizer in the field. Not because it is the best field for ourselves, but because it is a call of humanity and social justice to which we long to respond.

You are urged to read with care the letter of President Green on page — and to respond "in a most generous and noble way."

If you need anything else to stir your minds and hearts, read "Organized Labor Answers the Call of the South" by Ethel M. Smith in the *Life and Labor Bulletin* of the National Women's Trade Union League. In fact read everything on this southern situation.

DEATH OF JAMES P. NOONAN

It is with deep regret that we announce the sudden tragic death of James P. Noonan, Fifth Vice-President of the American Federation of Labor and president of the International Brotherhood of Electrical Workers, which occurred at Washington, D. C., on December 4, as a result of burns received in a fire in his apartment.

Noonan was a member of the American committee at the world power conference held in London in 1924, and has served on the St. Lawrence waterway commission and the United States committee on seasonal employment in the building industry in 1924, of which President Hoover was a member.

He was third vice president of the Building Trades Council, A. F. of L.; member executive council Railway Employees' Department A. F. of L.; president Union Co-operative Insurance Association and member editorial-policy board of "Labor," weekly newspaper owned by the standard railroad organizations.

He was one of the most popular and best-known men in the labor movement and was prominent in every trade union activity. Under his leadership the Brotherhood of Electrical Workers has become one of the most powerful and influential trade unions in the world. He leaves a widow and two sons. The funeral was held in St. Louis.

Mr. Noonan had been for several years chairman of the Convention Education Committee of the American Federation of Labor and was a warm friend of the American Federation of Teachers and we feel his loss very keenly.

KEY POSITION PRINCIPALS AND PRINCIPLES

An Interesting Letter on an Interesting Situation with Some Comments

THE NATIONAL EDUCATION ASSOCIATION
OF THE UNITED STATES

Washington, D. C.

E. Ruth Pyrtle
PresidentBancroft School
Lincoln, Neb.

To the Principals of America:

This letter has been sent to *all the principals* in the United States and with it membership application blanks for every teacher in the building. No scarcity of organizers for the N. E. A., shall we say conscripted rather than volunteer. 20,000 free organizers! Where was this method learned? Is it in line with school practice?

And not of teachers?

But the classroom teachers did show an interest in the development of a profession and organized the American Federation of Teachers to that end in 1916.

The American Federation of Teachers realized the value of organization thirteen years ago.

"They held key positions."
And not the teacher!!

Three-fourths of the correspondence with principals and one-fourth with other officers and perhaps an occasional teacher.

We have always said so but we never thought the N. E. A. would admit it.

We hold the teachers should promote their own welfare. In what way does conscription promote the welfare of teachers?

The principal is rechristened. He is now "key position."

Sounds very much like the 13 year old program of the A. F. T. Has it just been discovered?

Ever since my election as President of the National Education Association I have had a desire to write a special letter to principals, not only because of my being a principal myself, but because the elementary and high school principals hold key positions in professional advancement. On visiting headquarters today and on learning that the second membership broadcast will be made soon I have decided to write the letter so that it can be included with the other material to be sent out to principals.

It pleases me to hear what the headquarters office has to say about the growth of professional interest on the part of principals. Ten years ago comparatively few principals showed any special interest in the development of a profession. The superintendents were almost alone in this work. The fact was that principals were unaware of what a well organized profession would mean to the cause of education. They realized what it meant to lawyers and physicians, but they never dreamed that within ten years their own profession would be organized and put on a par with that of the legal profession or that of the medical profession. But as they became interested themselves and as superintendents and others impressed them with the fact that they held key positions in the profession they gradually assumed the responsibility of leadership until more than three-fourths of the correspondence of the central office on membership and on problems of organization is now with the principals.

There is now an army of not less than 20,000 principals working in a large way to promote the welfare of teachers. I feel all the more proud of the group to which I belong as I get what the records of the office reveal.

I have the honor of serving a year as President of the Association. It is an honor that carries with it a responsibility which I could not meet were I not to have without asking for it the fullest support of those who hold the key positions. Wish you would write making any suggestions that come to your mind for the success of the year. Are we placing enough emphasis on salary needs, retirement allowances, and tenure? What matters should we feature in the next program? Your reaction on these matters and your advice will be of inspiration and help to me during the year.

Your friend,
E. RUTH PYRTLE,
President.

SCHOOL NEWS

BUTTE COURT DECIDES TEACHER IS LABORER

Butte, Mont., Nov. 23.—District Court Judge William E. Carroll ruled that the term "labor" should not be narrowed down to only those who toil with physical effort, but includes those whose mental effort and service are employed for pay for useful ends other than personal recreation.

The decision was made in the case of a school teacher who sued for wages under a State law that protects laborers' wages.

The decision, said to be the first made in Montana and probably the first in the nation classifying a teacher as a laborer, will enable the complainant to collect wages and in addition a 5 per cent penalty and a \$500 attorney fee.

SCHOOL BOARDS HELD WITHOUT AUTHORITY TO BAN MARRIED WOMEN TEACHERS

Louisiana parish school boards are without authority to establish a policy whereby married women are not to be employed as school teachers and for the dismissal of those who are married during the school term, according to an opinion by Peyton Sandoz, assistant attorney-general. The attorney-general ruled that the parish boards are vested with plenary authority in the matter of selecting and employing teachers in the public schools of their respective parishes, but the power prescribing the qualifications and their eligibility is specifically vested in the State board of education by the constitution.

TEACHER'S PAY LOW

New Haven, Conn., Nov. 16.—The salary condition in public schools of this city is a disgrace, Prof. Henry Turner Bailey, head of the Cleveland Art Institute, told a group of church women. He cited the cost per capita of school maintenance in New Haven as the lowest of 10 similar New England cities. Prof. Bailey said that a good teacher is beyond price and that teachers who are underpaid can not do their best work.

The New Haven teachers have been invited for several years to join the A. F. of T. and put themselves and the New Haven schools in a position to which Professor Bailey's statements could not be applied. But they think—what do they think? Certainly not that the schools are the teachers' business.

TEACHERS WIN WEEK'S STRIKE

Wilkes-Barre, Pa.—After being on strike for a week and two days, the 143 school teachers of Plains township, a suburb, returned to their classrooms and the unscheduled vacation of more than 2,000 pupils came to an end.

Accustomed as the coal regions are to long drawn out labor disputes, this is the first time in history that school teachers have resorted to the strike to enforce their demands and while a majority of the people of the township sympathized with the teachers in their grievances, parents in general were up in arms because of the walkout.

The strike occurred when the School Board failed to meet the demands of the teachers that five months' salaries in arrears be paid. The Board said that the action of the court in cutting in half the school tax assessment on coal lands, left it without funds to pay the salaries.

The school board threatened to declare the places of the striking teachers vacant unless they returned to their posts. The teachers replied with a mandamus proceedings to compel the board to pay the back salaries. A committee of citizens, however, succeeded in reaching a compromise.

EDUCATION MACHINE HARMFUL TO TEACHERS

New York—"We are in grave danger of building up an enormous education-political hierarchy," Dr. Benjamin B. Kendrick, professor of history North Carolina College for Women, told a group of alumnae of that institution at a meeting in this city.

Dr. Kendrick took a position identical with the American Federation of Teachers, affiliated to A. F. of L., which insists that teachers be free from these machines.

"In practically every city," said the speaker, "we have highly paid executives who are engineering the thing, building up more and more chambers of commerce, Rotary and Kiwanis clubs and other civic or political groups.

"If we are to cure the ills of society the only hope is in the schools, schools where the teachers are kept free from such influences as threaten them through this hierarchy."

"If the rich met to reduce wages, that's a conference; if the poor resist the reduction, that's a conspiracy."—Robert G. Ingersoll.

Small is the use of those people who mean well, but who mean well feebly.—Roosevelt.

A Worker's School and Organized Labor

By Louise Leonard

Director Southern Summer School for Women Workers in Industry

The Story of the Southern Summer School for Women Workers in Industry might be written in 1929 to read like a repetition of the story of this school in 1928. Again the session was held at Burnsville, North Carolina, surrounded by beautiful mountain peaks, Mt. Mitchell being among those to be seen from the campus of the college rented by the Summer School for six weeks. Although there were one-third more students than in the two previous years, again they

came from seven Southern states and from eleven typical growing industries of the southeast; workers in textiles predominated, including not only workers in cotton but in real silk and rayon factories, and there were also tobacco workers, makers of garments, candy, boxes, tin foil, etc. The students were between the ages of eighteen and thirty-five, and each one had worked at least two years at some industrial process, no clerical workers or saleswomen included.

To readers of *The American Teacher* the courses of a worker's summer school must have a familiar sound—economics, including labor problems and solutions, industrial history and a minimum of economic theory; English composition, public speaking, writing and producing

plays, and health education. Recreation, too, includes nothing new—hiking, tennis, swimming, baseball, singing,—trips on free days to the most famed beauty spots in the mountains. To be sure, a whole paper might be written on the efforts of a united faculty to improve methods of teaching so as to give each student a chance to get the most out of the six weeks. For example, the health education, which has been taught by the same well-trained physical director from the first, shows improvement from year to year. The course is especially adapted to industrial workers, including individual corrective work recommended by the physician who examined each student, as well as an hour of exercise for the whole group each day. The same physician examined the girls at the close of school and



Students and Teachers at Burnsville

wrote "One hundred per cent showed improvement; eighty-four per cent were markedly better," etc., etc. But the bare outline of the six weeks' experience might be used for an account of the 1927 session or the 1928 session, and if there were no differences beneath the surface the reader might finish with this paragraph.

Industrial Upheaval in South

As all the world knows, however, industrial

history has been in the making in the South during the past twelve months, and it is of especial interest to trade unionists everywhere. In the experiences of these thirty-five outstanding southern industrial women, the whole picture of the present industrial upheaval was reflected, hence the contrast between the tone of the class discussions in 1929 and those of the first session of the school in 1927. While the six members of the United Garment Workers of America among the students that year urged the claims of trade unions upon their fellow students, it was still an academic question to the textile and tobacco workers, and if they thought of organization in their industries at all they looked upon it as far in the future. This past summer there were at Burnsville leaders of the strike at the Bemberg and Glanzstoff plants at Elizabethton, one girl an officer in the local of the U. T. W., who had sat around the conference table with "the Germans." There were seven young women fresh from the first strike at Marion, North Carolina, which started the week the school opened. Two of them were named in the blanket injunction case against picketers, and these names were struck off when lawyers had to admit they were not in Marion, but attending the Southern Summer School on the date specified. One student came out of that part of South Carolina where the "leaderless" strikes occurred last spring against the "stretch-out" system and where the second struggle was then going on—this time for recognition of the union now affiliated with the A. F. of L. Not only more strategic industrial history, but a wider trade union experience was represented. With two exceptions, all trade unionists in the two previous years had been members of the United Garment Workers, while in 1929 there were members of this union but also a member of the Pocketbook Workers Organization in Maryland, and a hair dresser from Georgia, who belongs to the Barbers' International, besides thirteen girls who belong to the United Textile Workers, and to locals that were not even in existence in 1928.

Students' Autobiographies

In the autobiographies written by the students as a part of the course in English, girl after girl referred to her childhood as spent on the farm. "My father worked at a sawmill and my mother toiled hard, raising little truck patches

around our log cabin back in the mountains of North Carolina." "I never had to work much in the field because I had four brothers, two older and two younger than myself." "I was born on a farm in western North Carolina. We raised corn, potatoes, cane and tobacco. We also had lots of hay to take care of. . . . We got up at three-thirty or four o'clock every morning to get the housework done, the cows milked, the chickens fed, to get to the field early. We would hoe corn all day." "After I was old enough, I had to work on the farm. I had to hoe corn and cotton, help tie and grade tobacco, and after cotton opened, to pick cotton."

Many of them came directly from the mountains—the first generation of industrial workers, and the language of the campus was enriched by their pure Elizabethan expressions, the subject of current books and magazine articles. They spoke of "getting shet" of the stretch-out system and "whupping" the boss in the strike. That these odd expressions indicated no lack of intelligence was gradually borne in upon little city ladies at first prone to feel superior to the country workers; girls proud of their city life, and perhaps of a few more years' schooling, found that students with the queer mountain expressions outwitted them in class, and began to respect and admire them. Previously proud of welfare work in their plants and conditions better than in most mill villages, and satisfied with a wage rate of \$18 to \$20 a week—even though they admitted that work was irregular in most cases—they began to find common cause with mill village workers where exploitation is not so subtle. Thus the school was a kind of melting pot. The singing of "Solidarity Forever" gained a ring of sincerity as they discovered their common cause beneath surface non-essentials. Judging from personal conversations, discussions and themes, very few girls came away without a sincere belief in the necessity of collective action in the South, and in the inevitability of workers solving their own problems to a very great extent. In a very real sense the students had educated each other.

"Solidarity Forever"

Growth of understanding between women workers in mill villages and city factories is fundamental to the interests of the labor movement in the South. Their brothers have been

an excellent example to them as their city organizations of skilled craftsmen have given the recent textile strikes moral and financial aid. The writer was in Marion the day plans for a Labor Day parade were knocked in the head by municipal and county ordinances. Spirits of strikers were at low ebb when trucks began to arrive, driven by men from Central labor unions, from cities of North Carolina, carrying food to their brother-workers. The next day no municipal authority attempted to prevent the parade of visiting automobiles from all over the state. Before that at Elizabethton the delegates to the Convention of the Tennessee State Federation of Labor adjourned their meeting from Knoxville to the tabernacle at Elizabethton, and gave encouragement to the hundreds of strikers who assembled there. Back of these spectacular events was cooperation between state and central labor union officials with the strike leaders. Unorganized women must learn to give the same sacrificial support to workers in other industries and circumstances throughout the South.

To return to the Story of the Southern Summer School, it was a curious coincidence that the industrial struggle heretofore concentrated in the lowlands, but now breaking out in the mountains, came to its very door and offered laboratory material to the economics classes. Marion, N. C., is forty miles from the school, and the hearing of the injunction case against the picketers there was held at the old county court house in Burnsville. The forty-two members of the school, students and faculty, attended in a body, note books in hand, and thus acquired more vivid knowledge of this method of the opposition which, along with the boycott, they had been studying in class. About eighteen of the students drove one night to Marion to attend a strike meeting, and enlivened the routine by singing labor songs, a number of the students making speeches. One shy tobacco worker from a North Carolina city said she had never before wanted to make a speech, but the sight of these courageous men and women and children gathered on the mountain-side, there being no building large enough to hold them, impressed her so greatly and inspired her to want to speak and act.

Labor's Aims

Since the larger interests of the labor movement in the South would be furthered by an understanding of its aims on the part of liberal southern college students, a conference including young men and women undergraduates, and those who have recently graduated from southern colleges or universities, was held at the School over the week-end of July 28th. As speakers, outstanding leaders with actual experience in different methods of solving industrial problems, were invited, including A. J. Muste, on Workers Education, W. C. Birthright, on labor organization, and Mrs. Mary O. Cowper on labor legislation. Over another week-end a labor conference was held under the auspices of the North Carolina Federation of Labor, at the invitation of their President, Mr. T. A. Wilson. The Labor World, Chattanooga, Tenn., whose editor was present at the conference, writes as follows:

"Reports of organization work in the south; suggestions for co-ordinating the campaign being carried on in various sections to relieve southern men and women from the iron grip of industrial barons who have come to this section in the belief that 'cheap, docile labor' would add to their enormous profits; discussion of the movement for workers' education, which has made rapid strides in the south during the past few months, and a general exchange of opinions covering the present situation south of the Mason and Dixon line, featured the Interstate Labor Conference called by the North Carolina State Federation of Labor and held at Burnsville, N. C., last Saturday and Sunday. . . . W. C. Birthright, a member of the advisory board of the Summer School for Women Workers in Industry, called the conference to order, and shared the honor of presiding with Miss Mary C. Barker, president of the American Federation of Teachers. Among the forty-three guests in attendance were many outstanding labor representatives of the south, including Dowell E. Paterson, president of the South Carolina State Federation of Labor; Louie P. Marquardt, secretary of the Georgia State Federation of Labor; W. C. Birthright, Secretary of the Tennessee Federation of Labor; Miss Mary Barker, president of the American Federation of Teachers, Atlanta, Ga.; David Hanly, legislative chairman for the Tennessee State Federation of Labor; A. S. Nance, chairman of the Central Labor Union, Atlanta, Ga.; and Miss Alice Carmichael, member of the executive council of the Virginia State Federation of Labor. R. M. Cooke, editor of The Labor World, represented Chattanooga Trades and Labor council."

The committee of ten, sponsoring the South-

ern Summer School, one-half of whose members are trade unionists, aims to make the school a discussion center for those who are concerned about the solution of problems of southern workers; it is an independent committee, believing that to date its greatest service to southern workers lies in remaining independent of all other schools or organizations. It cooperates

with organized labor in the South, and while not affiliated with it and not sponsoring any program of propaganda, or any set social philosophy, the committee and faculty make no secret of their belief in collective action as a need of southern workers nor of their sympathy with the ideals of the labor movement.

Methuselah at Forty-five

By Merrill Bishop Asst. Director of Education, San Antonio, Texas

When is a man considered old, does anybody know? Some have put it when experience makes no impression on him, then he is beginning to fail to function and that is old age. Osler, I believe, put it at sixty-five and then qualified it by saying that at that time man would begin to show that he was not useful. Perhaps, it does not interest or make any difference to you and you are not concerned with it.

It came home to me the other day in such a way that I thought others might begin to think on the question, or rather be forced to think on it just as I was, unwittingly, unknowingly, unsympathetically. The reaction to such an experience may depend on whether you are a believer in the Volstead Act or in the adage that old wine serves better than new.

The experience I had was a real one, a live wire one. It shocked me and gave me such a kick that I am going to pass it on to those who have a sense of humor. I wasn't prepared for it any more than Alice in Wonderland was prepared to take tea with a mad hatter and a March hare. It was thrust on me and I could not help it.

It came about this way. For many years I have been a teacher of teachers and consequently have had my eyes on the letters of the alphabet which denote erudition and annual income. So I decided to go after a Doctorate. But before plunging into the matter I deemed it wise to confer with some of the leaders in my profession, men who had already received the degree and had profited by gaining it.

One morning I arose, as usual, and decided to make the fatal plunge of finding if the water were too deep for me to swim. I dressed myself with exceptional care, matching shirt, tie and socks, a symphony in blue. I thought I might

make an impression, a color impression, if no other. My wife remarked that I looked just like my son. It is that way in my house, father like son, not son like father. I received the compliment, considering that he hardly counts six in years. I wanted these professors to appreciate that I was mature even if I did look young. I wonder why it is that young looking people want to look old, and old—just the opposite. I never had found the answer but on this day I found it, much to my disgust.

On the drive over to the University I felt a certain sense of adventure. Tackling anything new is an adventure and uncertainty always makes me feel a little nervous. None of my ancestors had ever tried to master a doctor's degree and for a good reason, none of them were teachers and so did not have to fight the economic question with the alphabet for a weapon. I was filled with a feeling of awe. I thought of the learned men I had met and had addressed as "doctor," even those whom I was adventuring over to see were addressed by that name. They were men, most of them, whose age would demand respect and reverence. Of course there were some who were younger, but not many. I thought of my last college reunion in which we had celebrated our twenty-fifth. A great deal of water had flowed beneath the bridge since our graduation day; a World's War had changed the color scheme of most of the maps and at the same time had changed the hearts of men, at least I thought so. I reviewed it all as I drove over to the seat of learning. Omitting the first lines of Matthew Arnold's, "Let the long contention cease" I chose the more invigorating, "Charge once more then and be dumb."

Two places have always changed my blood from hot to cold. One is a commanding officer's

room and the other is the office of a registrar. They have an advantage over each and every one who faces them. There is no answering back; you are assigned. I passed through the registrar's office, received my credits on a card and went on to see the head of the department.

To my "Good morning" he replied, "Hello, Groton." I knew right then that he did not know me but did know where I came from.

"I have come over to talk about taking a Doctor's Degree." I paused and waited for him to say something complimentary. When he failed me, I went on hurriedly, "It seems necessary in these days to have one, if you want to advance, that is to become a professor."

"Yes," he murmured, "they have placed a monetary value on it. Let me see, you received your Master's from this University some two years ago."

I nodded and waited for him to proceed. He sat there in a dazed condition, as though he were reviewing in his mind the long journey which he had taken.

"You came from some eastern college, didn't you?"

"Yes," I replied, "some twenty-five years ago I received my first degree. Does that make any difference? I never have believed in these hasty graduate degrees. I think a man should have some years of experience back of him. Everything is not learned from books. Life teaches some things which books cannot teach."

"That is true," he replied, "but the question of age is a very important one. Most colleges hesitate to employ men after they are forty or so. You must be over that if you left your alma mater twenty-five years ago. Colleges begin to discount after forty."

The current passed through me. I received the shock. Perhaps that is the way men feel who are electrocuted, a terrible stun and then death. At least they die. I thought of my learned father who never won fame as a lawyer until he was in the fifties and who went on to greater fame as he passed into the sixties. I thought of the many distinguished surgeons who never received recognition until they were over forty-five. In fact all my life I had been brought up to believe that a man never felt the earth until he became forty odd. I do not mean the spectacular man who flies across an ocean in youth. I mean the aver-

age business, professional man. Osler had made the rash statement that men were useless after sixty-five, but the difference between forty-five and sixty-five is twenty full years and the best years of a man's life. I looked at the man before me and saw there the lines of age clearly outlined on his face. He was not ossified, he was supposed to be in his prime. Some years ago I had heard another professor make the statement that in order to be placed in the teaching profession a man must not be over forty.

"You mean to say," I faltered, "that a man in the prime of his life, in the forties, is too old to be employed by a college?"

"No," he answered, "I wouldn't say that exactly. I mean to say that if you applied for a position and some younger man applied for the same position, nine times out of ten the college would take the younger man. I am simply raising the economic question. You would have to spend money to receive this degree and having spent it, would you receive value in return? I doubt it."

I was stunned, dazed, nerveless. This profession which I had chosen considered me too old at forty-five to progress. I was a Methuselah and ready to be disposed of as the gods saw fit. I, in all my life, had never been told that.

Inwardly I do not believe it. I feel that a man just begins to feel his strength at forty. He has become stable. He knows his mind. Especially in the teaching world he becomes a life giving force and what else is teaching but the direction of others toward certain goals. How can one direct if he is getting his bearings? The preparatory time must be lived, experience getting must be had. Life must take on some sign of progress. Is this all done in the teaching world before forty?

There is a great deal of moralizing that boils out of this experience—I am no moralist. The only satisfaction that I had was to see the humor in it and laugh. I laughed as I pictured myself with long whiskers like the pictures I had seen of Methuselah. I laughed and laughed all the way home and received my reward.

As I drove up to my front door my wife remarked, "How young you look. I wager they turned you down because they thought you were a kid." She laughed to.

"Righto," I cried, "a great big senile kid."

Secondary and Higher Education of Women in India

By Professor D. K. Karve

Poona, India

The unnatural and consequently artificial system of secondary and higher education, necessitated by foreign rule, on the one hand, and social obstacles and prejudices coming in the way of women's education on the other, have produced a highly undesirable result which is a great impediment in the general progress of the country. No doubt the system of education was devised with the best of motives and in the beginning there was no other alternative. But the system could later have been greatly modified so as to suit the needs of the country. Necessity, real or imaginary, compels boys to take advantage of that system, unnatural though it is, while girls are kept away from it. The result is the marked difference in the intellectual equipment of boys and girls in the same family and in the same station of life. Even a superficial observer can notice a wide gulf between men and women of the middle and upper classes so far as their general information and moral and religious ideas are concerned. The intellectual atmosphere in which men live is quite different from that in which women move about. Though physically they are near, mentally they live as it were in two water-tight compartments. Barring a few exceptions there is very little exchange of thought and feeling even among men and women of the same family. That there should exist such disparity between men and women in the same station of life, in their thoughts and emotions, is ruinous to the nation. How to get rid of this disparity is a vital question, to solve which no serious effort is being made either by people or by the government.

Mere spread of primary education among the women concerned will not help us in the solution of this momentous question. Something is better than nothing and we may have primary education on as large a scale as possible. But the real solution of the problem is to spread secondary and higher education among women far and wide. Is this possible under the present system of secondary and higher education devised by chartered universities in India to any appreciable extent? I, for one, think that it is not. If women have to

take advantage of secondary and higher education they have to go through the same system. What are the facilities provided for by the Government or the people? Government is maintaining a few girls' high schools and private bodies are running a few more, but these cannot supply the need of the people. What is the use of starting more schools that would give education on the lines laid down by this unnatural system? Is it not possible to devise an alternative parallel system of secondary and higher education suited to the needs of the generality of women and supplement the work that is being done at present? If such a system is backed up and substantially financed by the government it is sure to produce a far more satisfactory result.

Japan's Policy

Let us see what Japan did under similar circumstances. Universities were started in Japan and courses of studies were adapted to Japanese conditions. But even then women could not keep pace with men in education and a wide gulf between men and women became marked. To bridge over the gulf efforts were made to devise courses of studies for secondary and higher education to suit the needs of the generality of woman and to bring education within their reach. Some leading Japanese people thought it desirable to have a separate university for women the object of which was rather to reach large numbers than to compete with men's universities, but at the same time to give them enough education that would bear some comparison with that at men's universities though subjects studied were different. That university was founded in 1900 and by 1912 they produced 1,243 women graduates out of that university. Before 1900 there were only 12 girls' high schools in the whole of Japan, but in 1922 there were 182. And all this was achieved by a university started and worked by private people without state aid.

But we Indians have lost all initiative and are dead even to self-interest. We see the multiplication of high schools and colleges for men that

give the same literary education to produce thousands of graduates who become beggarly applicants for the few vacancies in the clerical and educational lines. No bold and vigorous efforts to chalk out new lines are made. The Japanese people were active agents who conscientiously brought western education and western reform into their country and adapted these to their requirements by making changes when and where necessary; while we Indians have been passive unconscious recipients of whatever is given us by our rulers and we have been slavishly trudging along grooves in which we were unconsciously placed, waiting for all reforms to be introduced by Government. If India is to take her place with other nations, the level of general knowledge, thought and feeling of a large number of our women must be raised and this can only be done by giving education through the media of Indian languages with or without English as a subject of study.

India's Need

To achieve this end there must be produced on a large scale an awakening, among the middle class people, of the urgent need of giving secondary and higher education to their girls. It must be forcefully brought to their minds that it is an immense loss to the nation, when the higher education of men is making daily progress that women who are to be men's partners are ignored and left lacking in intelligence enough to show sympathy with men's enterprises and are unable to partake in the progress of the nation or the reform of society.

What we want is a scheme of secondary and higher education in which the mother tongue of the student will be the medium of instruction and English a second language optional in the secondary but compulsory in the higher stage and ample choice of subjects to be studied according to the liking of the student. The clear object of this education should be to raise the level of general culture, of thought and feeling. It is not a question whether women are to be considered intellectual equals of men or inferior. The question is whether most women are not handicapped by social surroundings and the unnaturalness of the system which, however unsuited it may be even for men, has to be helplessly faced by them. In this scheme the examination evil must be minimized. The Cal-

cutta University Commission has strongly criticized the present examination system. While speaking about secondary schools for girls of the non-purdah type, they say "But we feel that the schools must be saved from the desolating domination of the examination system which now mischievously influences their work." In another place they say: "The examination machine of Bengal tells on them (women) with yet worse effects than on the boys." In summing up, the Commission says, "Secondary education of girls thus labours under exceptional circumstances in Bengal, it is distorted more unnaturally than the education of boys, by the malign influence of the examination fetish." What is true of Bengal is true of other provinces as well. Should women of ordinary intelligence, most of whom are to enter married life and to manage homes, be subjected to the crushing machinery of examinations? Foreign language as medium of instruction and examinations, undue predominance given to the study of the English language and compulsion to earn a certain percentage of marks in subjects like mathematics make examinations unnecessarily difficult.

Progressive Education

Shreemati Nathibai Damodher Thackersey Indian Women's University has been trying to avoid these pitfalls as much as possible and to bring secondary and higher education within the reach of our women. I have been the principal actor in this movement. It was unconsciously begun in 1896 when my wife and I founded a small Widow's Home in Poona to maintain and educate poor, young, promising widows so that they may become teachers and midwives and nurses and thus be useful to themselves and to society. We started a boarding school for married and unmarried girls in 1907 and these institutions were combined in 1915 into a big establishment for the education of girls and women. In 1916 we started the Indian Women's University which is a unique instance of a university started without funds. For the first four years there was a great struggle for funds and students, after which there came a windfall. Our attempt was based on the model of the Japan Women's University. A Bombay merchant, while going round the world, saw the Japan Women's University in Tokio by which he was very much influenced and after returning

to India set apart one hundred thousand pounds in the three and one-half per cent Government paper, for our University. The interest, 3,500 pounds, is available for current expenses year after year. Our annual expenses are now 4,600 pounds. Sixty women have graduated so far and sixty are taking their higher education in the three colleges of Poona, Baroda and Ahmedabad. We have not yet been able to attract a sufficiently large number of students because we are working independently of Government and other universities, and our certificates and degrees have no market value. Our graduates, however, are turning out excellent work. About twenty-five of them are settled in married life and they are influencing the society in which they live, while the remaining are working as teachers, most of them in high schools affiliated to the Women's University. We have ten high schools and six middle schools in which 1,500 girls are being educated. Three of our graduates are engaged in post-graduate studies. We have schools and colleges for two Indian languages—Marathi and Gujrathi—while for four others, namely, Bengali, Hindi, Urdu and Sindhi, we have Boards of studies that recommend text-books and students study privately and appear for Women's University examinations. I had to spend nine months every year in going from one end of India to the other to educate public opinion and to persuade people to work on similar lines and to get funds. At the age of seventy-one I have taken the risk of going around the world to see women's schools and colleges and to get some pecuniary help if possible. I may not be able to do much now; however I hope, by the grace of God, to devote a decade more to this work. I have faith in the righteousness of the cause and we have a band of devoted workers who will see that my dream of having a separate university for each linguistic province and a network of schools and colleges of this type all over the country is realized. If there is truth in the theory of rebirth I would like to be born again and again in India to see my dreams materialized.

The right education of the world's children to the end that national distrust and fear, racial animosities and religious prejudices may disappear.—The objective of the World Federation of Education Associations.

AN OPEN LETTER FROM PRESIDENT GREEN

Washington, D. C., Nov. 18, 1929.

TO ALL ORGANIZED LABOR:

Greetings:

Through the American Federation of Labor Weekly News Service you have already been furnished with a summary or synopsis of the work of the Toronto Convention of the American Federation of Labor. Therefore it is not necessary in this communication to you to comment upon any action of the convention except the resolutions on subjects which the convention specifically directed should be brought to the attention of organized labor through a special communication from headquarters.

Resolution No. 37 was unanimously adopted. It reads:

"WHEREAS, Two thousand members of the United Textile Workers of America, in Salem, Massachusetts, are seriously handicapped, and threatened with unemployment owing to the competition of non-union mills making the same product at a lesser cost, with longer hours to work and lower wages; and

"WHEREAS, This local union and the International Union are making every effort to convince the membership of the American Federation of Labor of the importance of this question to the trade union movement, and suggesting a means whereby our organization can be protected against the attack of those who would destroy our union and place this mill in the same class as the other low-paid mills which drive their workers with the speed-up or stretch-out plan, in order to secure mass production at low cost, with the inevitable glutting of the market; be it therefore

"RESOLVED, That this convention of the American Federation of Labor reiterate its former action to urge the delegates to keep in mind PEQUOT Sheets and Pillow Cases, in order to assist the United Textile Workers of America in promoting their patronage throughout the country; and, be it further

"RESOLVED, That this Convention reiterate the previous action of the American Federation of Labor in authorizing the promotion of PEQUOT Sheets and Pillow Cases, and again urge all delegates to take a personal interest in assisting the United Textile Workers of America to resist the attack of non-union sheeting mills; and be it still further

"RESOLVED, That a copy of this Resolution be sent to all affiliated organizations of the American Federation of Labor."

Resolution No. 42 adopted by the Convention declared:

"WHEREAS, The 1928 Convention of the Amer-

ican Federation of Labor adopted a resolution requesting that a circular letter be sent to all State Federations of Labor, to all City Central Labor Unions, and to all organizers of the American Federation of Labor calling to their attention the unorganized condition of the Laundry Workers; and

"WHEREAS, As a result of the said letter being sent to the State Federations of Labor, the City Central Labor Unions, and the Organizers of the American Federation of Labor, the Laundry Workers' International Union has received many letters from State Federations of Labor, City Central Labor Unions and from Organizers of the American Federation of Labor requesting information and organizing literature, and several campaigns are now being carried on to organize Laundry Workers; therefore, be it

"RESOLVED, That the American Federation of Labor he respectfully requested to forward a similar letter during the coming year, to all State Federations of Labor, City Central Labor Unions and to all Organizers of the American Federation of Labor requesting them to make all possible efforts to establish Local Unions of Laundry Workers in their respective localities."

Resolution No. 65 which was also approved by the Convention is as follows:

"WHEREAS, The International Jewelry Workers' Union of the United States and Canada, due to a secession movement, is at the present poorly organized; and

"WHEREAS, Due to this secession movement the finances of the International Jewelry Workers' Union will not permit placing organizers in the large number of cities to organize the unorganized Jewelry Workers; therefore, be it

"RESOLVED, That the American Federation of Labor communicate with all State Federations of Labor, Central Labor Councils, and Organizers of the American Federation of Labor, requesting them to use their influence by making an effort to organize Jewelry Workers in their respective localities."

Resolution No. 77 which met with favor by the Convention, makes this special request of the State and City Central Bodies:

"WHEREAS, The International Allied Printing Trades Association is conducting an extensive campaign to have text books used in public schools produced under conditions which recognize proper standards for the men and women engaged in production of such text books; and

"WHEREAS, Adoption and use of text books produced under non-union conditions do not give such guarantee; and

"WHEREAS, Concerns whose text books are produced under non-union conditions use high-powered and expensive sales methods to have their text books adopted, the cost of which is ultimately borne by the public; therefore, be it

"RESOLVED, That the American Federation of

Labor calls upon state, city and central bodies to enter upon active campaigns to secure representation upon commissions or other agencies empowered to approve and adopt text books for use in the public schools."

These various matters above quoted are very specially laid before you with the earnest request that you do all within your power to assist in bringing to a realization the declarations of the Convention.

I thank you in advance for whatever you may be able to do.

I realize you are busy but it is the busy man or woman who can always find time for yet another task.

We want to make 1929-30 the banner years of the American Federation of Labor. We can do this if each of us will heartily and determinedly put his shoulder to the wheel.

Will you not make it your slogan and will you not urge the same upon every member of your organization, to pledge himself or herself to secure a new member for the union and a new subscription to the AMERICAN FEDERATIONIST?

Sincerely hoping for the steady growth and progress of the organized labor movement during the coming year and trusting that I may hear from you regarding the several matters dealt with in this letter, I am,

Faternally yours,

WM. GREEN, *President,*
American Federation of Labor.

AN IMPORTANT LETTER

November, 1929.

To Organized Labor, Greeting:

The daily press has recently been carrying stories to the effect that about one billion dollars will be spent for the holiday season, which is approaching rapidly.

This is a vast amount of money and should cause trade unionists to wonder how much of it will be spent for the products and service of members of trade unions.

We can not hope nor expect the wealthy nor those outside of our movement to give much thought to the spending of this great sum, but we are justified in believing that our own members will give it serious consideration.

A gift should be a source of pleasure to the receiver and a source of satisfaction to the giver, yet this condition would seem impossible to trade

unionists if they fail to demand and secure the Union Label on every gift they make, this including the least of any gift—a card of greeting.

Of course, this is the duty of all trade unionists at any time, but it would seem to be particularly fitting during the time of "Peace on earth, good will to men."

Let the true trade union spirit guide you in all of your holiday purchases and gifts this year. Let the thought that here is a time you can do something really worth while for your fellow trade unionists, as well as your friends to whom you make gifts, by spending "Union-earned money for Union-made goods or service."

Faternally yours,

JOHN J. MANNING,

Secretary-Treasurer,

Union Label Trades Department.

THE STRENGTH OF TRADE UNION GROUP INSURANCE

By Matthew Woll, President

The Union Labor Life Insurance Company

With the passing of each month the labor movement becomes more deeply interested in the protection of its membership against the vicissitudes of life.

More and more our movement as a whole registers its opposition to forms of so-called protection offered by employers as a means of seeking for themselves a good will and loyalty which they do not earn.

As trade unionists we are bound to give to employers only that good will and loyalty which are honestly and fairly earned.

Employers turned to the group insurance idea as a means of securing for themselves not only a volume of good will earned by their solicitude, but a loyalty not earned by them in any sense of the word. Their thought was and is to see to it that the employe was given a seeming benefit that would cease upon stoppage or change of employment.

Labor realizes more and more the shallowness of that proposition and more and more rejects it as unsound, unfair and deceptive. The worker who is "protected" by a group policy contracted for by the employer is NOT getting something for nothing. He is earning for the employer the money that pays for the insurance. If we are

going to get something from our employers let it be in every case in the form of wages. We can do what we like with wages. We earn what we get and when it passes to our hands the money is definitely and finally ours. When the employer puts money into group insurance he does it in the hope of earning a loyalty that he feels he cannot get otherwise. He hopes men will be slower to quit their jobs, slower to stand up for their rights, more docile in every way. And usually he is right.

To a certain extent that was the thought back of organization by labor of the Union Labor Life Insurance Company—Labor's own insurance company. In addition, labor saw that the time had come to put an end to benefit systems. There is not a benefit system in existence among trade unions that is not unsound; there is not one that can be assured that its assessments will not have to be changed; not one, in reality, that can possibly be sure of going on to the end of the lives of those who now pay to its maintenance. All experience proves that. Experience has shown the weakness of benefit systems and the foolishness of employer group insurance.

But experience has shown the soundness of life insurance. Life insurance rests upon a scientific foundation. There is a fixed and scientifically developed relation between money paid in and benefits paid out. The resources of the whole company stand back of every individual policy and the state stands constantly on guard with rigid rules and restrictions. In this particular the state protects the people adequately and expertly.

Ten years ago trade unions were not thinking about group insurance. They were worrying along—and worrying a great deal—with their benefit systems, wondering, many of them, whether the assessments would have to be increased next year or whether they could wait two years, but knowing, as many know today, that increases must come.

Many unions still have benefit systems, but every one of them knows that the day of the benefit system has gone, just as the day of horses and buggies has gone. Trade union group insurance has come to take its place and labor has organized a magnificent institution of its own—the Union Labor Life Insurance Company—to furnish this modern and scientific protection.

Teacher Tenure

Report of the Permanent Committee to the A. F. T. 1929 Convention

This year the Committee on Teacher Tenure has limited its activities to the assembling of material which it hopes may be useful to states struggling to pass tenure laws. The methods used to oppose tenure are so similar in different parts of the country that it seems as if the teachers might well be fortified to meet such difficulties. The reports that were obtained by the committee were so much in duplicate that I am going to quote quite largely from the helpfully complete paper written for this committee by Mrs. Albee Ladd of Minneapolis, whose services were engaged by the Twin City and Duluth teachers to promote the passage of a state tenure law for Minnesota, and later to watch for legislation aimed against its effectiveness. Mrs. Ladd has had much political experience, and her services have been invaluable. The quotation marks used in this report, unless otherwise specified, indicate extracts from Mrs. Ladd's report.

Seemingly one of the first serious difficulties encountered everywhere by a teacher tenure bill is the prevailing impression that it "is suggested by radicals, is sponsored by radicals, and would benefit radicals." This is a situation that must be met quickly and decisively if the bill is to succeed. "Quite unconsciously members of a conservative house or senate are likely to present an unbroken front to what they consider a purely radical measure, no matter how worthy that measure may be." In Minnesota Mrs. Ladd met this difficulty, first, by seeing that the bill was drawn by a well-known conservative judge, and second, by going to a group of conservative people, both men and women, to whom she read and explained the bill. Then she asked them if they would support the bill on the face of it, especially with the consideration of the history of the N. E. A. survey behind it, and they agreed to do so. Thus with a recognized conservative author of the bill, a man ranking high in one of the conservative major parties, and with the backing of a prominent group of conservatives, the sponsors of the bill were able to refute the charges of radicalism.

The objection of radicalism was also met by "the unselfishness of the Progressive and Labor workers, who willingly sacrificed any prestige

which public acknowledgment of their support of the measure might have given them, but who quietly and steadily pushed for its success without recognition."

Another serious threat to the success of a tenure bill is the combination of small-minded members of country school boards and men who employ large numbers of people, both of which groups say they will "hire and fire" people who work for them. This is an attitude that is especially difficult to meet. The answer to these people, whether or not it is convincing, is that men on public boards, even though they may claim the god-like right to rule over others, are after all only servants of the public and have no inherent right to dismiss other servants of the public except for proved ineffectiveness in their work. **They have less right to exercise authority in dismissals than they have in their own businesses.** "The large employer as a rule does not believe in Civil Service and is frank to say so. In his opinion this bill has all the earmarks of the Civil Service system."

Another criticism of the bill offered virtuously both by country school boards and by city administrators is to the effect that "this measure makes an easy life for the fossilized teacher, and that once the bill is passed, no teacher will ever make any further effort to keep up with her work." The facts prove the falsity of this contention. The 1928 report of the Tenure Committee of One Hundred of the N. E. A. states that in Massachusetts, which has had a tenure law in operation since 1914, applicable to the entire state except the city of Boston, the percent of teachers in service who were university or college graduates was in

1912-13	15.9 percent
1926-27	31.3 percent.

and the percent of teachers in service who were graduates of no institution of higher education was in

1912-13	30.9 percent
1926-27	12.6 percent

California has had an indefinite tenure law in operation since 1921. In the 1928 study of the Oakland public schools it was found that

in 1919, 10% of the teachers enrolled in summer session courses

in 1927, 71% of the teachers enrolled in summer session courses

in 1919, 5% of the teachers took extension courses

in 1927, 65% of the teachers took extension course.

Since 1913, Oregon has had permanent tenure for teachers in school districts with a population of 20,000 or more. To quote again from the 1928 N. E. A. Tenure Bulletin: "Statement by Charles A. Rice, superintendent of the Portland schools—Approximately twenty-five percent of our teachers did professional work prior to tenure law; now sixty percent. Increase due in part to platoon schools requiring teachers to specialize; also to single salary schedule which pays maximum salary with Bachelor's Degree regardless of grade taught. We believe tenure stabilizes the profession and stimulates growth of teachers."

"A review of the movement toward professional improvement shown by the cities of Oakland, California, and Portland, Oregon, indicates that other factors than tenure have entered. However, there certainly has been no deterioration. On the other hand, a manifest movement toward professional improvement by the members of the teaching staff is apparent in both cities. It is fair to reason that stability in each of the above cities has been one of the factors operating in conjunction with others to bring about this tendency toward professional improvement."

These facts seem to indicate that tenure, instead of fossilizing teachers, gives them a reasonable security, which makes them feel that they can afford to devote their attention to professional improvement.

Another opposition offered to tenure is that teachers are so overpaid and work so little that they are entitled to no further consideration. It is "the commonly accepted impression that teachers work at most only six hours a day and never on Saturday, and that they are over-paid for the small amount of work they do. This, of course, sounds like an untrue statement to teachers in the city schools, but it is unfortunately accepted as fact by the many members who come from our country districts, several of whom scarcely ever handle as much actual money per month as

is paid into the hands of the average teacher, except, of course, during the session. It is impossible to argue with such a person."

An objection that must be met if a state tenure bill is applicable only to cities of the first rank is that after the bill has become a law an effort will be made "to thrust it down the throats of the country." In Minnesota, "when this point was brought out during a fight on the floor, it was deliberately done by a member whose name was upon the bill as co-author. That made it, of course, a question of veracity as to whether or not the members saying that no such attempt would be made were telling the truth, or whether the member whose name appeared upon the bill was telling the truth."

Another argument against such a bill is that only a few of the weak, incompetent, unprofessional teachers, whose positions are already in jeopardy, really want the law. A statement supporting the bill signed by a large majority of the teachers affected answers that argument.

An intangible but very real difficulty often encountered is the under-cover opposition of the few people, sometimes teachers, or possibly people connected with the administrative office in some city, who feel that they are perhaps currying favor by opposing a measure which they feel is not popular with the authority over them. In Minnesota this situation "was about as dignified as an anonymous letter, but equally difficult to meet. We did meet it through publicity. In fact recognition by the newspapers as to the merits of a bill and something about the people sponsoring it is one of the strongest arguments for it. If it were not important, the newspaper would pay no attention to it. If the people opposing it felt absolutely certain that they were right, they would not object to newspapers calling attention to their stand upon the measure. For instance, whether or not it were true, it was an accepted fact during the fight of the 1925 session, that the superintendent of the Minneapolis schools was not in favor of the Tenure Bill, although the three changes which he requested had been made in it. After considerable publicity following the death of one of the city's principals, the superintendent, over his own signature, came out in public press in support of this measure. He reiterated this support, following further publicity in the columns of all

three papers, after the Board of Education had turned down the report recommending the bill."

One deterrent to the growth of friendliness for the bill may be found in "the obstinacy of mankind. Not infrequently a member without good reason has taken a stand against the bill, perhaps because someone sitting near him seriously objects to it. After he is well informed, he changes his mind, but he is on record in opposition to the measure, and he is unwilling to permit his change to become known."

Again there are "members who will never commit themselves, and who do not vote when their names are called, but after they see that a bill is lost or won and they feel that they want to be recognized in connection with it, they will arise and say, 'Anderson votes "aye" or "nay",' as the case may be, as the voter wants to curry favor with important members on the floor who have already voted.

"At the public hearings, all of these objections and many more were brought out. They were answered by proof, by the judge who drew the bill, by well informed teachers, and by members in the House or Senate who had either been school men or were closely enough in touch with school affairs to have weight. It does not follow, however, that because the arguments have been satisfactorily answered, the bill will then be voted upon affirmatively. The constituents of a member have to be taken into consideration, which is where our educational program bears effect.

"The trading member has to be taken into consideration. He may have promised in good faith to support the bill and be absolutely committed to it, but if it be a question between this measure and something which will get him more recognition from the business men in his home town, or if they have been approached to 'call him off,' he will trade at the last minute. It is practically impossible to meet this difficulty except by offering a counter-trade, and if the fight is very close, it is sometimes necessary to do that."

The blocking of legislation in favor of teacher tenure is another difficulty that usually must be met. The chairman of the educational committee may steadfastly refuse to permit the bill to be called up in his committee, or the bill may not be allowed to reach the floor. In Minnesota when the chairman of the educational

committee in the senate refused to permit the bill to be called up in his committee, and refused to call his committee meeting in the usual way, by posting a notice at the speaker's desk, the situation was met by Mrs. Ladd in the following way: "I told the senator that when he was up for re-election I should go out against him; he came up for re-election and I did go out against him. Due to the co-operation of certain other groups whom he had likewise treated rather rough-shod, he was defeated. Had Senator — had more faith in the strength of the organized effort of the teachers, he would during the last session have traded with them for their support at the recent election in return for helping the bill out of his committee. I am frank to say that I tentatively suggested such a plan. He turned it down.

"I feel that a trade such as that is entirely legitimate, when a bill which is of value to a great number of people is in jeopardy, and when a senator is in many ways a valuable member."

The present Tenure Committee of the A. F. of T. thinks that a pertinent study might now be made of the recurring attempts to pass laws that frustrate or nullify teachers' tenure, the purpose of such a study being to help teachers protect the tenure laws already obtained.

MARY BYRNES,
DAGNY DIETRICHSON,
ADA ZARBELL,
AMY FOX, Chairman.

The following resolution was also passed by the convention:

WHEREAS, Efforts have been made and are constantly being made by interested groups to use the schools for their own ends rather than for social purposes; and

WHEREAS, The schools can be made to function efficiently as social agencies only when the teachers are free to teach in accordance with their ideas of truth; and

WHEREAS, It has been established that teachers generally find it almost impossible to remain true to the ideals of their profession and to truth when they are afraid of being removed by boards of education, or when they are on an annual contract basis, which makes it possible for them to be dropped from the rolls at the end of each year of service; and

WHEREAS, An increasing number of cases of abuse of annual contract is evident; therefore be it

RESOLVED, That the American Federation of Teachers request all locals to use their influence to

secure legislative action for sound tenure laws and the elimination of the annual contract system.

In this connection we reprint from The Federation Bulletin of Sacramento, Local 31, this editorial:

Teacher Tenure

A problem before the teachers of California at the present time is the subject of tenure. There was a law in California for some time providing for tenure in schools of a certain size; but, owing to the doubtful constitutionality of the law—though it was finally sustained by the supreme court—it was amended to include all schools of any size. This has focused attention anew upon the law and has aroused a great deal of opposition. It has many enemies. More friends must be found for it.

There seems to be an idea abroad that tenure is an unusual thing and that California is unique in the matter, and, further, that tenure tends to cause a reduction in teaching efficiency.

In reply to the first objection, there are ten other states that have teacher tenure provisions and, in addition, a number of cities. Still further, teacher tenure is the usual thing in Europe. Administrators are also included. The replies to a questionnaire sent to the embassies at Washington, D. C., of the various European countries show that there is no such thing in Europe as the annual hire-and-fire method that is so prevalent in these United States. The teachers have a real tenure. They may, however, be dismissed for cause. The causes are similar to the grounds upon which teachers may be dismissed in California. Also, it seems, the grounds for dismissal must be proved as facts, as is the case in California.

THE DOCTOR LOOKS AT CHILD LABOR

Child labor is indicted as a national menace from a health standpoint in the most comprehensive symposium of medical opinion on the health hazards involved, compiled by the National Child Labor Committee and made public in connection with its twenty-fifth anniversary to be celebrated at the annual conference in the Hotel Roosevelt, New York, on December 16-17.

Fifteen physicians of national reputation, from various sections of the country, branded premature labor not only as a major cause of physical unfitness among children, but as the foundation for much illness, maladjustment, and inefficiency among adults.

Dr. C. E. A. Winslow, of New Haven, Conn., Professor of Public Health in the School of Medicine of Yale University, declared that "a

civilization which permits the energies of its younger generation to be sapped before their period of maximum production is wasting its most valuable asset."

The Price Children Pay

The symposium is being published under the title, "The Doctor Looks at Child Labor." Listed among the most serious results of child labor from a health standpoint are nervous diseases, heart defects, tuberculosis, toxic poisoning, catarrhal affections, curvature of the spine and permanent injury to bones and muscles. The chronic fatigue from unregulated labor by young children was held responsible for lowered resistance to disease, for malnutrition, and for failure to attain normal growth.

Mind and Body Stunted

Some of the physicians stated that the harmful effects of child labor upon children were, in large measure, responsible for the physical unfitness revealed by the draft during the war, when from 30 to 50 per cent of the drafted men were rejected as physically unfit. Mental specialists stated that the child's personality, as well as his body, is often warped and stunted from premature employment.

Striking Statements

Among the many striking opinions of the physicians are the following:

"A child under fourteen should not be allowed to engage in gainful work."

"Tuberculous infection . . . may be converted into grave disease when children are subjected to the enforced strain of occupations to which they are not adapted."

"There are more individuals who are suffering from nervous diseases today than from all other diseases combined."

"A laborious occupation is harmful for any growing child, but for the cardiacs its effect may be disastrous."

"There is no work so devitalizing to our school children as selling papers on the streets."

"A society which permits child labor is one which thus feeds the future ranks of a social and anti social individuals."

"The insidious thing about child labor is that its effects manifest themselves at most unexpected times in later life and often in a disastrous manner."

OFFICE OF EDUCATION

William John Cooper, Commissioner of Education, after six months study, has worked out a scheme of reorganization for the Office of Education which has been approved by Secretary Wilbur, his chief, and which is immediately to become effective.

The fundamental principle upon which the reorganization has been based is a conception of the Office of Education as a research organization rather than an administrative agency. Under the new organization its policy will be to abandon as far as possible whatever it has been doing in an administrative way and to concentrate upon fact finding, surveys and research in the many fields of education.

The chief of its administrative functions of the past has been the supervision of the educational system of Alaska, in so far as it applied to the natives. The Office will, in so far as it can, transfer those administrative functions to other agencies.

The set-up of the Office work, under the reorganization will be as follows: An administrative division under a chief clerk, a division of educational research and investigations under an assistant commissioner, a division of publications under an editor-in-chief, a library division under a librarian, an educational service division under a service chief, and a division of major educational surveys under the Commissioner himself.

"The Office of Education," said Commissioner Cooper, in explaining the reorganization, "was created for the particular purpose of ascertaining facts about education in the United States, organizing and disseminating these data and conducting researches of value to American schools and colleges.

"The Office has never been provided with an adequate staff, and additions frequently have been made upon demand of organized groups of educators. This system appears to me to have certain disadvantages which ought not to be overlooked. It encourages organized groups to become active in demanding service of the Office and the addition of specialists to render this service; to look upon these specialists once appointed as the peculiar agents and perhaps even propagandists of the interests of such groups. It encourages other groups to organize and urge appointment of representatives of their interest

to the Office staff. It tends to develop a personnel in the Office of Education which reflects current organization in the school world rather than an organization designed to carry out the specific purposes for which the Office of Education exists.

"The first step in the development of a new organization has been already taken by the Secretary of the Interior. The Personnel Classification Board has reclassified the office of commissioner and the Secretary has created the office of assistant commissioner. The first appointee to this assistant commissionership reported for duty on October 1.

"Two other positions of very great importance to the work of the Office of Education should be reclassified. These are the librarian and the editor-in-chief.

"During the month of July the office of editor-in-chief became vacant through the sudden illness and death of James C. Boykin. He served this office for a salary which was entirely inadequate for the responsibilities devolving upon an editor-in-chief in a technical establishment. I believe that the position of editor-in-chief should be reclassified and should rank in salary and in dignity with the position of librarian.

"Every position in the Office of Education is important. Some positions, however, are of such a key character that the carrying on of the responsibilities connected with them should not depend upon the health, tenure, or life of any human being. Positions of this character are; The Chief Clerk, the Editor-in-Chief, the Librarian, the Chief of the Division of Higher Education. In the past but one of these, the editor-in-chief, has had an assistant. It is my recommendation that there be assistant chiefs for all of these offices.

"The need of a larger fund for printing is pressing.

"Funds are needed for the study of foreign school systems and for such researches in American education as in the judgment of the Secretary of the Interior should be undertaken. During the last few years comparatively little has been presented to the American school people along these lines. Changes of far-reaching importance in the school systems of other nations have come about since the Great War. At home the need for special study sometimes be-

comes imperative without much advance notice.

"The library of the Office of Education is one of the world's great libraries in a narrow field—that of education and administration of schools and colleges. Here is a great depository of original reports, catalogs, and textbooks without access to which the history of American education can not be written.

"In addition there is a remarkable collection of textbooks used in American schools; 7,295 of these have been cataloged. There are approximately 8,500 on the shelves which have never been cataloged. One of the most important pieces of work which should be done is to catalog these books and to issue for the use of students of education bibliographies in the various school curriculum fields such as reading, spelling, and arithmetic. We should have in the library now three or four additional members of the staff to do this work and to carry on the usual functions of our library. New demands for library service are being made upon the library.

"I have recommended in this connection that a bulletin on statistics of libraries be printed every four years and that there be incorporated into it a directory of librarians. A special committee representing the American Library Association is co-operating with the Offices of Education in determining what information should be incorporated in such bulletin."

The "conception of the office of Education as a research organization rather than an administration agency" is in line with the position taken by the A. F. of T. and is accordingly welcomed by it. The A. F. of T. is on record for "a national autonomous department of education for research.

"TEXT BOOK" MIND IS WORLD'S PERIL

South Hadley, Mass.—Accepting everything one reads is "a peril of our age," declared Hon. Vincent Massey, Canadian minister to the United States, in an address at Mount Holyoke College.

The speaker referred to this acceptance as the "text book" mind.

"The modern printing press sometimes seems to have abrogated its duty of stimulating thought in order to address itself to the task of making thought unnecessary," he said.

"One of the major tasks performed by the college is surely to give first, the desire; secondly, the capacity to distinguish real feeling from sentimentality, the noble from the merely florid, the tragic from the sordid, the dramatic from the theatrical."

POINTS ON THE TEACHERS' UNION NEW YORK, LOCAL 5

The New York Teachers Union is issuing weekly a brief statement on the Union's program and accomplishments. The first two follow:

November 15, 1929

I

1. At the quarterly meeting of the High School Teachers Association held Saturday, November 2, 1929, at the Hotel Astor, Dr. John L. Tildsley, District Superintendent assigned to high schools, said, "The only organization that is doing important constructive educational work is the Teachers Union."

2. Question: Why was there so much intelligent discussion of educational issues in the recent political campaign?

Answer: Because the work of the Union creates vital issues which the public quickly comprehends.

3. Question: Is the Union a political organization?

Answer: No, but for many years it has raised educational issues which are likely to become political. Recall the Lusk laws' issue which Governor Smith accepted as a political issue in 1922, and in part made his campaign on it. Result, the Lusk laws were repealed in 1923.

THE UNION IS ALIVE
AND
WILL HELP YOU MAKE
YOUR JOB A RESPECTABLE ONE

"Bertrand Russell, who combines in a marked degree those qualities of culture which Mathew Arnold called 'sweetness and light,' sums it all up in his 'Icarus,' where he says: 'Science has not given men more self-control, more kindness, or more more power of discounting their passions in deciding upon a course of action. It has given communities more power to indulge their collective passions . . . The heart is as important as the head. By the 'heart' I mean for the moment, the sum-total of kindly impulses. Where they exist, science helps them to be effective; where they are absent, science only makes men more cleverly diabolic . . . And so we come back to the old solution; only kindness can save the world."

World Unity.

BOOKS

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

—Emily Dickinson.

THE AMAZING BENJAMIN FRANKLIN

"The friend and founder of libraries" is the title given to Benjamin Franklin by Asa Don Dickinson, librarian of the University of Pennsylvania, in one of a collection of essays called "The Amazing Benjamin Franklin,"* recently published by Stokes. Through Mr. Dickinson, the American Library Association pays tribute, with more than two score organizations, government officials, and distinguished men of affairs, to the social genius of the man whose first project of a public nature was the establishment of a subscription library.

Franklin was actually librarian of the Library Company of Philadelphia for three months and was, for more than a quarter of a century, on the board of directors. He was also the founder of a library in Franklin, Massachusetts, a place named after him, and gave books to Harvard, Yale, Pennsylvania and other universities.

In addition to honoring him as a friend of libraries, these new essays pay tribute to Franklin as statesman, philosopher, printer, scientist, inventor, economist, "patron saint of the music industries," athlete and humorist. The book, issued under the auspices of the Philadelphia chapter of the Sons of the American Revolution, is printed by the Franklin Printing Company, founded by Franklin in 1728, and bears a foreword by President Hoover.

*The Amazing Benjamin Franklin; ed. by J. Henry Smythe, Jr. Frederick A. Stokes, 1929.

DIVINE POINTS WITH PRIDE

By Carl Haessler

James Myers, an industrial secretary for a federated church welfare body, has undertaken in his studies of churches in social action* to show by "good work" that the church is really much less hostile to organized labor than the facts of American industrial conflict indicate.

He tells of instances where preachers have brought workers and their oppressors together. He cites Christian students singing Christmas

carols in the hunger-bitten mining towns of the Hocking Valley. He recalls how "even on behalf of the I. W. W." a pastor was decently liberal.

The divine raises the question whether comfortable followers of Christ should take dividends from industries "where women toil for 10 hours a day in the heat and noise of a factory for \$13 a week." If the women worked only eight hours and made \$20 a week the exploitation of parasitic groups would presumably be Christian enough.

Myers praises God because certain Cleveland youngsters (white) said that if it weren't for the parents, certain student teachers (colored) might practice in their school rooms. He comes out of an interracial mass meeting in a church undefiled: "yet there we were, on a basis of perfect decorum and self-respect."

He got through a trip to the Anarchist, I. W. W. and Communist headquarters in New York without losing his soul. No doubt it was because he had taken the proper sanitary precautions. "One needs to prepare for each trip," his ministerial guide had told him, "by quiet and prayer."

The book is full of incredible gobs of condescension and it is surprising that the Federal Council of Churches of Christ permitted Myers to put it out. But then, he is the fellow who, standing before the open graves of the massacred union textile workers of Marion, N. C., piously called upon the survivors to forgive the murderers—a mouthing so typically out of place at the memorial service that Tom Tippet passionately rebuked him.

*Religion Lends a Hand, by James Myers; Harper and Brothers, New York, \$1.50.

SCHOOL TEXTS BREEDERS OF HATRED, WAR

By Helen G. Norton

Federated Press

An astounding revelation of the extent to which national and class bias enter into public education is contained in Lies and Hate in Education* by Mark Starr.

When German children are being taught concerning the treaty of Versailles that "in its provision was to be found no trace of justice, but only fury, hate and fear"; while French children learn that the treaty is "lovely, noble. . . .

It is a healing, and, let us hope, a final peace," and simultaneously that Germany is the "hereditary enemy," we have certainly the inflammables for another world war.

When such superficial blah as "farm laborers are very happy with what they get and really don't want any more," or "aristocrats are best suited for politics; they move in society where politics is greatly talked" are accepted as satisfactory answers in university economics examinations, we have class bias in its most insidious form.

"The classical readers are monopolized by the doings of warriors and armies," writes Starr. "Children in arithmetic usually work out costs of pounds of sugar and meat in a fictitious world in which food trusts do not interfere with prices. The rate of interest paid by capital and not its source constitutes the problems set.

"Why not proportion sums on how the present revenue of the country is spent relative to the respective costs of war preparation, health, and education? If the teacher brought the arithmetic class near to real life by working out what a comparable fraction the wage of the worker is to the salary of the director opposing a wage increase, arithmetic would become as contentious as economics."

Workers' movements are neglected and sometimes slandered and even workers' children are being dangerously miseducated, Starr finds.

"Lies and Hate in Education" deals principally with literature, history and geography textbooks and teaching in England, France, Germany and Russia. A companion volume on American education may be forthcoming in the course of the year. The recent exposure of power trust propaganda in American textbooks indicates a need of such an investigation.

*Lies and Hate in Education, by Mark Starr. Hogarth Press, Ltd., London, or Brookwood Labor College, Katonah, N. Y., \$1.25.

THE LABOR MOVEMENT IN THE UNITED STATES, 1860-1895*

This is a history of the American labor movement during the crucial formative period following the Civil War. It outlines the earlier efforts of the wage earners to form a coherent national organization for protection of their rights, traces the rise and decline of the once powerful Knights

of Labor, and closes with the establishment of the American Federation of Labor as the predominant factor in the labor movement in the United States.

The period it covers was filled with dramatic episodes and picturesque personalities. It was the period of the Molly Maguires, of great railroad strikes, of labor riots, of anarchist agitation and the Haymarket bomb affair, and of the emergence of labor leaders like Powderly and Gompers. The material throughout the book is treated in vivid and arresting style and with constant emphasis on the personalities of the dominant characters.

The author, who is Professor of Economics in Wesleyan University, has an established reputation through his brilliant study of "The Industrial Worker, 1840-1860" which won the Hart, Schaffner and Marx Prize. Mr. Ware has been active in labor arbitrations and has lectured on labor problems at the New School for Social Research.

The Knights of Labor was the first powerful and coherent national trades and labor society. For fifteen years it grew slowly, disentangling the labor movement from the visionary schemes of the old-style reformers. By 1885 it had a membership of about 90,000, which within a year jumped to about 600,000. Then occurred the series of victories in four great railroad strikes which for the first time demonstrated the power of organized labor. For the whole period of the eighties the Knights was predominant in the labor movement.

The Order, however, was doomed to practical extinction by forces within the working class itself. The aims of the Knights were idealistic, humanitarian and practical; it was neither a revolutionary nor a class organization; it accepted the existing social and industrial order of things and conceived measures for the benefit of the whole people. Its failure was fundamentally a failure to recognize the reality created by modern industrial forces. Machinery was forcing a materialistic contest, not between the "money power" and the people, but between the employers and the workers. Alongside the Knights of Labor the great craft unions like the Typographical and the Cigar Makers were growing in strength. The Order was blamed for the failure of the Southwest railroad strike of 1886, for the

failure of the eight-hour movement, and for the anarchist excesses which culminated in the Haymarket bomb affair. In December, 1886, the American Federation of Labor was organized and proceeded to attack the Knights by word and deed until the Order was practically destroyed by the panic of 1893. Thereafter the Federation assumed the leadership in the American labor movement which it still holds.

This in broad outline is the story Mr. Ware tells. It is a narrative of the efforts of the wage-earning class to combine for the purpose of warding off encroachments on their status and standards caused by the development of the factory and corporation systems of production. The problem involved the discarding of outworn ideas and leaders, the suppression of socialistic and anarchistic agitators, and the creation of a form of organization through which working men might work together for common and practicable objects. This problem the Knights of Labor for various reasons was not able to solve, and it was left for the American Federation of Labor, by confining its personnel to members of the skilled crafts, its organization to a loose federation of trade unions, and its purposes to better wages, shorter hours, and improved working conditions, to achieve an incomplete but after 1894 a homogeneous labor movement.

Mr. Ware's compact and orderly narrative is the first to open for the general reader this important and dramatic chapter of our social history.

*The Labor Movement in the United States, 1860-1895. By Norman J. Ware. D. Appleton and Company 35 West 32nd Street, New York City. Price, \$3.15.

SOME WORTHWHILE BOOKS ABOUT WAR

After the naval conference should certainly come a conference on the far more potentially dangerous aerial armament. True enough, that can be rapidly improvised in a modern nation. All the more reason to avoid elaborate preparation. Nations which have to hesitate to prepare have time to listen to the voice of reason. Nations fully armed and militarized as Emil Ludwig points out in his "July 14" do not.

Ludwig's book (published by Putnam) is only

one of a notable group of war books that have recently come to my desk. Ludwig's account of the immediate events of July, 1914, leading to war draws on his imagination for local color and leaves out some thing, e.g., direct evidence of the Serbian government's complicity in the assassination at Sarajevo. Yet that great authority, Professor Fay, calls it at least nine-tenths true, and it brilliantly sets forth the thesis that the blunders of statesmen and the existence of the military mind and military machinery made possible a tragic crime which the people neither understood nor denied.

C. Hartley Gratten in "Why We Fought" (Vanguard Press) seems to me to answer the question fairly and realistically in terms that in 1918 might have led him to share Gene Debs' prison. No one else has given so comprehensive a statement of facts including facts on propaganda, economic interest, etc.

Very different are these books all published by Dutton. "Bourru, Soldier of France" by Jean des Vignes Rouges, translated by Ernest Hunter Wight is, as Coly Taylor says in his introduction, a book "contemporary with the Unknown Soldier", written with rich understanding during the war itself though only now translated. It almost deserves to rank with Barbusse's "Under Fire". "The German Students' War Letters", edited by Philipp Witkop and translated by A. F. Wedd are also contemporaneous documents from young Germans, all of whom died in the war, for whose loss the world is infinitely poorer. How like were these boys we once called Huns to our own finest youth in their patriotism, their hopes, their fears, their disillusionment with war!

That same disillusionment which yet remembers the heroism of simple men breathes through Henry Williamson's "The Wet Flanders Plain" wherein an English soldier relives war days on a trip to Flanders amidst surroundings in which the commercialization of war memories and the persistent survival of outworn shiboleths warn us how far the spirit of understanding must go before we are sure of peace. Dutton deserves great credit for publishing simultaneously these war books of three nations which in different languages bring home to our hearts the great resolve on which civilization depends: Never again must there be World War.

Local News

CHICAGO MEN, LOCAL 2

The Chicago Federation of Men Teachers have done a number of things for the protection of its members and for the benefit of all teachers in Chicago and out of it. It has, however, done one thing recently so outstanding that it must have attention by itself and not be merely listed among the Federation's many other accomplishments, and its importance, perhaps, obscured.

The Chicago Federation of Men Teachers established during the past year the precedent of granting to teachers, the same as to other workers, all the benefits and privileges of the Workmen's Compensation Act.

Teachers from coast to coast and from Canada to the Gulf are indebted to Chicago Men, Local 2, for this extraordinary benefit. The National office or the Chicago Local's officers will gladly give information to other teachers to assist them in establishing a like application of Workmen's Compensation Laws in their states.

CHICAGO, LOCAL 3

On December 2nd the three locals Nos. 2, 3 and 199 welcomed the new Chicago Local No. 209, The Playground Teachers Union at a most delightful banquet of about 1000 teachers and friends of public education at the Palmer House. The main speaker was President Robert Maynard Hutchins of the University of Chicago. President Hutchins' address will be published in a later issue, as we feel that these sound educational and union principles should have a wide distribution. Other speakers who contributed to the program were Superintendent Bogan, President Caldwell of the Board of Education, Mr. John H. Walker, President of the Illinois State Federation of Labor and Thomas V. Sullivan, Attorney of the Board of Education. The welcome extended to this new local was a hearty one. President Caldwell emphasized the fact that had not the Chicago locals assisted the board in putting through Bill 633, the public schools of Chicago would have been closed in September.

Under the head of "Working Conditions" efforts are being made to make uniform, as far as possible, the clerical work at the beginning and the ending of semesters.

On October 19th at the Conference of Adult Education held at the Palmer House, Superintendent Bogan, President Hutchins of the University of Chicago, Dean Martin and Miss Lillian Herstein, of Crane Junior College and University of Wisconsin Summer School, spoke on various phases of Adult Education. President Hutchins stated that he would pledge the university's support in this cause and Superintendent Bogan told of what the Board of Education was doing for adults in Chicago. Dean Martin gave a series of three lectures under the auspices of the Adult Education Council at 100 N. La Salle Street. The trend seems general throughout the country to acceptance of the principle that education does not stop with graduation but continues throughout life.

The following members of Local 3 were promoted to principalships: Mrs. Hope W. Graham, Miss Mary Reynolds, and Mrs. Mildred Duggan.

In April, 1927, the Federation of Women High School Teachers offered its members a group plan of health and accident insurance. By this plan women could secure a wider coverage at a lower premium than that offered by any individual policy.

Over one hundred members of Local No. 3 have taken advantage of this opportunity and without any high pressure salesmanship have succeeded in stabilizing their group to which more than six thousand dollars have been paid in sick benefits. Because of this success we can invite other locals to investigate the opportunities of group insurance.

M. B. NIELAND.

NEW YORK, LOCAL 5

At the present time the Teachers Union is particularly developing three lines of activity; character education, mental hygiene, and a study of conditions in the schools which affect the efficiency of teaching.

The Committee on Character Education on November 23 will hold a luncheon conference for secondary school teachers on "The Resources of the Teaching of English for Character Education." The Union's Committee believes that the soundest education for character development comes from the careful study and use of the materials of experience as the basis of

ethical and social standards of conduct. Therefore, it is practical to inquire in what detail and scope is the teaching of English basic as material in relation to the experience of the race that is comprehensible to children.

Two other committees are studying the problem of the applications of mental hygiene to the happiness and success of children and teachers. Children have their personality problems, and so have teachers. A Union of teachers may properly assist in formulating plans to look after both children and teachers.

The environment of teachers is so vast in detail as well as in extent as to constitute a problem that is well nigh overwhelming. Usually, teachers as well as officials submit to what appears to be inevitable and accept the situation. But the Union believes that the factors in the environment should be subject to analysis, and put under control so as to be made adjustable to educational needs. A large committee of the Union is organizing its plans to undertake the work of collecting facts relating to this problem. Later, recommendations for changes will be made to the educational authorities.

Henry R. Linville,
President.

WASHINGTON, LOCAL 8

The Washington Teachers Union, Local 8, has circulated a very attractive bulletin. One page is given to a few pertinent facts about the American Federation of Teachers.

The Union Program for the year includes:

1. Continuation of work on the problem of extra-curricular activities.
2. Introduction of a bill to secure a Sabbatical Year.
3. A bulletin on the provisions of the pension law.
4. An effort to establish equitable adjustments in the matter of tests.
5. A follow-up study of the special teacher situation.
6. A card party at the home of a distinguished social leader.
7. Creation of a committee to study the status of school librarians.

The membership committee under the chairmanship of Elizabeth Hawxhurst is carrying on an aggressive campaign with good success. Some

of the statements which have been effective in interesting members and non-members are here quoted.

"There has been an awakened interest in unionism all over the United States. Our own union in the last two years has gained 150 members. We realize that the success of our organization depends almost entirely on your efforts.

The union last year took action on all of the matters *which were brought before it*. These included subjects of vital interest to departments from the kindergarten through the normal school. An equally important program which will help all teachers is under way for the coming year. *Tell our members that they are free to bring their problems to the union for help.*

Remember many teachers who have not yet joined the union are interested in our work.

Try to make them realize that the American Federation of Teachers is a project developed and supported entirely by class-room teachers. It is therefore one of the biggest factors in raising teaching to a professional basis, and its growth will be in proportion to our own contributions, our sacrifices, and our enthusiasm."

ELIZABETH DRAPER.

ST. PAUL LOCALS 28 AND 43

Last spring a movement was set afoot for a change in the city charter of St. Paul, which has been under the commission form since 1914. One effort was made some time since to return to the old form of council and appointive non-salaried boards of every description. The latest attempt was for a so-called city manager plan. The two Federations have had a joint charter committee at work for about two years studying the charter question in preparation for some such change. When the proposed plan appeared the committee was much dissatisfied with the school section. It made every effort to persuade the drafters of the plan to make the changes it thought proper, but without success. After careful consideration of the committee's report, both Federations took a stand against the charter. The committee sent out excellent campaign material which was given wide distribution. Members of the committee spoke at public meetings all over the city. This was particularly gratifying as there was some effort made to silence the teachers on the subject of the charter. It is equally gratifying to report that there was severe criticism of the attempt to shut the teachers out of the campaign even on the part of many who supported the proposed charter. With all papers

for the charter, except the weekly labor paper, and with a well-organized group back of it, it was defeated by a satisfactory margin. We feel certain that the activity of the teachers was one of the factors in the decision against it.

The Federations were among fifteen local groups which cooperated in the movement for peace on Armistice Day. Coming close on the charter campaign, there was not much time to make plans for peace demonstrations. The best that could be done was to secure a vacant building, the end of a flat-iron structure, with ten large windows in which to display everything that could be assembled by the cooperating organizations. We hope to keep the display up until the building is occupied for some other purpose.

In almost all public matters the two Federations appear as a unit. The plan seems to work out very well. There are occasions where we feel we can work more effectively separately, however; but this is in most cases in minor matters.

FLORENCE ROOD,

For the Committee on Federation Welfare.

The National Office wishes to acknowledge its indebtedness to St. Paul Men, Local 43, for the excellent research work done by its committee for the A. F. of T. This committee has compiled a comparative table of teachers' salaries according to population and location and has evaluated them as far as possible on the basis of organization.

ATLANTA LOCAL NO. 89

The work of the Atlanta Public School Teachers' Association is in full swing for the year, the committees hard at work on their various problems with zeal and efficiency.

At the suggestion of Miss Allie B. Mann, President of the Association, the executive committee adopted a new undertaking in the organization of a large citizenship committee, which is designed to stimulate Association members to increased interest and activity in political affairs. Their work has gone forward under the chairmanship of W. J. Scott, a vice-president of the Teachers' Association. A sub-committee has worked on the problem of getting teachers to register and

vote in the coming election on December 4, and information regarding elections and relative fitness of candidates has been sent to all members of the Association.

The Bill referred to in the last report, providing for a merger of city schools with Fulton County schools, has never been brought to a referendum. At a recent hearing, held in the Court House, the Teachers' Association was represented by Miss Allie B. Mann, President of the Association. Her speech set forth the views of the Association, stating that such a "cataclysmic merger" as proposed could never be to the fine interests of all concerned, but that a careful investigation and articulation of all factors would be necessary before the problem could be satisfactorily solved.

Two issues of "The Atlanta Teacher" have come off the press. This monthly magazine, as planned, promised to inform teachers of the Association's work and, further, to cover news of general interest to the educational world. Under the able direction of Miss Perle Bokritzky, editor, the paper is fulfilling the promise admirably.

Six delegates from the Atlanta Teachers' Association are sent to the bi-monthly meetings of the Atlanta Federation of Trades. The delegates are greatly interested in the work and plans of the Federation as outlined in the meeting, and plan to keep in close touch with this organization.

M. LOUISE SMITH.

BROOKWOOD, LOCAL 189

John C. Kennedy, educational director of the Seattle Labor College since it was founded in 1919, will join the staff of Brookwood Labor College, Jan. 1, as director of studies and instructor in economics. Kennedy, a graduate of the University of Chicago, and later instructor in economics there, directed the survey of the Chicago stock yards and packing houses in 1900. He was a Socialist member of the Chicago city council, and later secretary of the Farmer-League Party of Washington. He and his wife, who has been associated with him in the Seattle Labor College, have just returned from a summer spent in Europe and the Orient.

PHILADELPHIA, LOCAL 192

The First "Talkie" in Esperanto

During the Congress of the Esperanto Asso-

ciation of North America in New York last summer, at the request of the "Paramount-Famous-Lasky Co.," Mr. Henry W. Hetzel, West Philadelphia High School, secretary-treasurer of Philadelphia, Local 192, and president of the Association, delivered a speech and salutation to the peoples of all nations entirely in Esperanto,—the first use of the International language in the "parolanta filmo." The Paramount Co. is now exhibiting this film on the continent of Europe and in other non-English-speaking places all over the world.

COMMONWEALTH COLLEGE, LOCAL 194

Dr. William Edward Zeuch, principal founder and educational director of Commonwealth, international educational community for workers, is completing plans for a speaking tour of the principal cities of the North and East in the interest of the college during January, February, and March.

Although the announcement of the lecture trip was issued but a short time ago, many have written in asking dates. Dr. Zeuch will follow the following route: Kansas City, Jan. 5-8; St. Louis, Jan. 9-15; Cincinnati, Jan. 16-20; Pittsburgh, Jan. 21-22, Washington, Baltimore, Philadelphia, Jan. 23-29; New York City, Jan. 30-Feb. 12; Boston, Feb. 13-19; Cleveland, Feb. 20-26; Detroit, Feb. 27-March 6; Chicago, March 7-17.

This speaking tour will be the first that Dr. Zeuch has made since the establishment of Commonwealth seven years ago. To general and labor audiences he will talk on "The Story of Commonwealth." To college and university groups he will give one series of three lectures on "Problems of Cooperative Living" and another series of two lectures on "Power Economics," which is his own labor approach to the field of economic theory.

Although Dr. Zeuch will make the above-named cities his principal stops, he will also talk to groups in towns and cities in their vicinity.

GRAND FORKS, LOCAL 205

Our Council meetings have been very live meetings and I think that we all feel that we have "started things"—at least have presented important problems for serious consideration. We are working on Tenure, Cumulative Sick Leave and Insurance.

Our membership is steadfastly increasing, and we are happy to have succeeded in drawing into our organization some members of the Junior High School faculty.

Members of the Council prepared the "News Sheet" which was sent to all members of our Federation, and seemed to meet with much approval. We plan to put out another one in the near future.

VIONA C. HANSEN,
Recording Secretary.

This News Sheet of Local 205 is one of the best we have seen and we congratulate the Federation on its successful undertaking. We believe the practice of sending frequent bulletins and news letters is most helpful in promoting growth and solidarity.
—The Editor.

SAN DIMAS, CALIF., LOCAL 210

Local 210 is meeting with a considerable measure of success in its efforts to interest the teachers of Southern California in organization. Response to its efforts are very encouraging.

The Local has affiliated with the California State Federation of Labor.

H. J. VOORHIS,
Secretary-Treasurer.

WILKES-BARRE TOWNSHIP, LOCAL 211

The latest addition to the family of locals of the American Federation of Teachers is Wilkes-Barre, Pennsylvania, Township, Local 211. The organization was brought about through the interest and efforts of Charles Kutz, editor of the Pennsylvania Labor Press, Harrisburg, Penn.

A large number of teachers have joined as charter members and an increasing number have expressed their interest and intention of coming along in this movement for the protection and advancement of the schools of their community.

The publicity on this action of the Wilkes-Barre teachers has been intelligent and satisfactory. The local newspapers have carried a number of good stories.

Miss Barbara C. McGlynn is the secretary.

The American Federation of Teachers and its Locals welcome heartily this new group to work with them for better salaries, better teaching conditions, better schools, better communities and a true profession.

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

Our Slogan Is:

Democracy in Education: Education for Democracy

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