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THE NEW ECONOMIC ORGANISM

The machine, and the civilization it has created, has made of the world an economic unit where we are all indispensable members one of another. The world has in fact become one organism. And one of the chief problems of the twentieth century is so to develop and perfect the world economic machinery that has already come into existence as to secure a larger measure of harmony, of justice, of honesty and fair dealing among all the various members of the new world community, be they large or small, strong or weak.

—John Herman Randall in
December World Unity Magazine.

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EDUCATION FOR DEMOCRACY

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JANUARY, 1930

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PROGRESSIVES ARE READING LABOR'S NEWS

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JANUARY, 1930

Two Dollars a Year

An Address

Before the Teachers Union of Chicago, December 2, 1929

By Robert M. Hutchins, President, University of Chicago

Mr. Superintendent, Ladies and Gentlemen:

In default of any speech of my own, I shall review briefly the speeches that have been made already and shall explain to you what it was that those who gave them were talking about.

Mr. Caldwell was endeavoring to give you the impression that he is a person of great antiquity. He referred to the playground that was established in Chicago in the year 1901, and endeavored to convey to you the idea that he laid the cornerstone of that playground in person. As a matter of fact, when Miss Krauel first went into playground work fifteen years ago, her first and littlest little boy was Mr. Caldwell. The only reason that his parents were willing to entrust him to a person of her inexperience was that he was too small to be allowed to run about the streets. That eminent Scandinavian, Mr. Sullivan, had a good deal to say about insanity, and he ventured to assert that people who were insane were not good organizers. They may not be, but they are good critics of oratory. I know, because I once addressed a body of them in the Middletown Asylum for the Insane in Connecticut. It was about the Yale Law School that I went to talk to them about. Several of them later applied for admission and were accepted. The warden said to me, "Mr. Hutchins, you understand that these people here are all crazy, and consequently you won't be surprised if anything happens. If anything does happen, just go on as though it had not happened." I said, "Why, certainly, I understand that," and began to speak. Everything went all right for the first ten minutes. At the end of that time a woman got up at the end of the room and said, "My God, I cannot stand it a moment longer." I remembered what the warden had said and paid no attention. When I had finished the warden said to me,

"Dean Hutchins, I want to thank you for the way you behaved when that woman screamed." I said, "Don't mention it." He continued, "I want to thank you, and we are all very happy about it, and we are very happy on that woman's account also. I said, 'What do you mean by that?' He said, 'Do you know, that is the first sane moment she has had in twenty years?'"

Miss Clohesy was endeavoring to make clear to you my attitude towards members of faculties who marry for money and teach for love, and she suggested I had no patience with those people. On the contrary, I admire and congratulate them. My difficulty is that those opportunities for self-support are so limited, and it has therefore seemed to me that it might be necessary to give those of us who were not so able in the selective process of matrimony some other opportunities to keep alive.

Mr. Walker was congratulating you—and I hardly understand why it was—that with the development of modern machinery shortly the teachers would be the only people in this country who had to work.

The superintendent, with that learning for which he is famous, devoted considerable attention to the Scotch monks who had learning for sale. You bet they had it for sale! The answer to the conundrum "When is a Scotchman not a Scotchman," is "When he gives himself away." You all recall the case of the Scotch boy whose father took him into the kitchen and gave him a quarter once a week, and only when he was fifteen years old did he discover that the bank was the gas meter.

Now, this is for me a most unusual experience, in the first place because of the preponderating coeducational factor. For six or seven years I did nothing but address that low group of males, the Yale Alumnus, and I would always begin my

speeches with stories which would be quite improper on this occasion. For instance, I would recount my first experience on going to New Haven from the untutored and unsophisticated confines of Ohio. I followed the group from the railroad station to Chapel Street toward the close of a bleak September day. Everything went in a satisfactory fashion until we reached the department store on the corner. There I received a shock that has colored all my later life. There was a large window full of lacy, frilled garments. They were not outer-garments; they were not masculine garments; they were garments of which I do not know the names. There in the center of it all was a huge sign saying, "Welcome, Men of Yale!" Of course, to tell such a story as that on this occasion would be absolutely out of the question.

In the second place, I have spent all my life telling about education and trying to persuade those who did not think it was important that there might be something in it, after all, and here is a group of people who know a great deal more about it than I do. I have argued, and constantly argued, for higher salaries, and here if I want to start an argument I judge I shall have to change the subject.

Finally, the most unusual thing about this experience for me is that I see for the first time in my life the representatives of organized labor and the representatives of education assembled together in what at least in public looks like absolute amity and comradeship.

Now, of course, after all there is very little unusual about that relationship except to a person whose inexperience is as colossal as mine.

A hundred years ago this month the working men's organizations of New York met in the largest hall they could find and demanded free education for the public. The National Labor Union in 1866 advocated free education. The Knights of Labor in the preamble of their original constitution demanded not only compulsory education between the ages of seven and eighteen, but also demanded even in that era free text books for all students in public schools.

The original platform of the American Federation of Labor adopted in 1881 called for compulsory education, and in Chicago away back before Mr. Caldwell was born, in 1904, the Laundry Workers Union of this City held a series of

public lectures and, symbolical of the future, held a great many of them in the public schools.

More recently the American Federation of Labor has led the way in recommending the day and night vocational schools and continuation schools, and I think one of the best statements I know as to the place and function of education in democracy is that contained in the reconstruction program of the American Federation of Labor of 1919. They say:

"It is impossible to estimate the influence of education upon the world's civilization. Education must not stifle thought and inquiry, but must awaken the mind concerning the application of natural laws and to a conception of independence and progress. Education must not be for the few but for all of the people. The welfare of the republic demands that public education shall be elevated to the highest degree possible."

I think that is one of the best things that any American group has ever said about education.

"And as a result," the expert on the history of organized labor concludes, "the concept of universal education as a powerful economic and social engine did not rise to a prominent place in the social consciousness until organized labor became a powerful factor in our industrial life."

And so I suppose, after all, it is quite logical that the representatives of organized labor should be with you tonight, for since organized labor became organized it has been the most active and the most persistent advocate of free compulsory education on the highest possible plane in the United States.

And, on the other hand, I suppose it is natural, too, that teachers should be interested in labor. If the labor program essentially is better wages, better hours, and better homes, they are working for things that affect every one of us who is interested in education. Fortunately, the great mass of our students, both in the elementary, secondary, and in the universities, still come from the homes of wage earners. Anything that improves the conditions from which those children come improves our own work.

Now, the teachers, then, are unionized. What do they want? They want, I suppose, too, like all unions, better wages, better hours and better homes.

But they, it seem to me, have another re-

responsibility, and that is the responsibility that in the past has devolved upon these clanging cymbals, to use Superintendent Bogan's term, these clanging cymbals and bass drums, with the exception of President Scott, the college presidents.

Now, that responsibility has been the responsibility of constantly calling the attention of the public to the needs of the educational system of the United States. Somebody has had to do it, and so these peripatetic individuals have wandered up and down the country proclaiming the needs of education.

The time has passed when any such group of loud speakers can accomplish the task before us. There must be constant, persistent effort to bring to the attention of our people the needs of the schools and colleges and universities of the United States. That task, it seem to me, devolves upon the organized teachers of the country. You are the lineal if not the logical successors of those college presidents who have been trying to persuade the American public that, after all, education might have something important about it. That task is great; it calls for persistent effort.

Now, in the development of education the thing that constantly has to be borne in mind is that we do not really know very much about it. Even you do not. We have been too busy spreading education in this country really to find out what it was that we were administering and where it was that we were going with it, and it is only lately, since our territorial expansion came to an end, that we have had a chance to examine what it was that we were accomplishing. The whole field of education needs constantly to be subjected to re-study and careful scrutiny.

Not only is that true, but there are developing on either side of our present activities new ideas that have to be experimented with. Here is the field of adult education about which Mr. Walker has spoken and in which Mr. Meade's union has this year taken a very active part. What does it mean? What is it for? What are we going to do with it? I submit that experiments of the type administered by Mr. Meade's union are the only way in which we shall see the answer.

And, on the other side, we have pre-school education, again something about which we are almost entirely ignorant and which has been in

the hands in many cases of people who are simply equipped to provide a place where mothers of limited means can park their children in the morning.

Now, as that movement develops, organizations of teachers who are willing to enter upon experimentation for its own sake, without regard to the development of vested rights which will protect them, are organizations which will have a powerful influence upon the development of education for the pre-school child.

In the same way we are now going into the question of the education of backward children, one of the darkest fields in the whole area of child guidance. Here again the active interest of a group of teachers who are interested not only in better wages, better hours and better homes, but in better education, is likely to produce the most far-reaching results.

Now, in all these fields of experimentation, of course the universities must assist. I know of no university, certainly none in Chicago, that wishes to dictate to the teachers of Chicago what they should do. Quite the opposite. The university and its department of education—my university or any other university in Chicago—regards itself simply as the research laboratory of the educational system of this city. It occupies exactly the same relation to the public educational system as the research laboratory of any large industry. You do not have to take the results, but they are there and available for you to use if you wish to use them.

I repeat, therefore, that what the universities in the City of Chicago hope to do is to become in their departments of education the laboratories for the public school system of the city. We do not wish to control you; we do not wish to tell you what to do. We do wish to be as useful as you want us to be. We realize our dependence on you. On your work our own is built. Our success depends upon yours. What you do we will take the credit for; our mistakes we shall attribute to you. But in return we offer you our facilities, our interest, our collaboration and our co-operation in the advance of education in Chicago, for the future of education in Chicago and the future of the city are quite likely to be the same.

Workers' Education in Britain

By Mark Starr of the British Natl. Council of Labor Colleges, Now Visiting Lecturer at Brockwood and Member of Local 189 A. F. T.

When the workers strike they say to their employers: "We will not work at your command." When they build up their political organizations they say to their masters: "We will not vote at your command."

When they develop workers' education, they say to their one time rulers: "We will not think at your command." The last, writes Henri de Man, is the most fundamental challenge of all. No explanation of the progress of labor in Britain and its challenge to the old order could be complete without a recognition of the part played therein by workers' education. American journalists in their recent discovery of the Labor Party still tend to exaggerate the part played by brilliant individuals. They feature the "wise cracks" by Bernard Shaw scattered amongst London intellectuals at a Fabian lecture and forget about the unknown soldiers responsible for the advance of labor. The teacher risking loss of promotion and dismissal because in a rural area, where MacDonald and Lenin are still linked together as dangerous Bolsheviks, he expresses support of trade unions or of labor ideas. The little groups of studious workers meeting weekly to get such knowledge of social problems as will enable them to use well their industrial and political power.

Just as the A. F. L. in the U. S. A., so the trade unionists in Britain played a prominent part in opening the school door and shutting the factory gate for the worker's child. Not but that men like Cobbett and Hodgskin saw the possible dangers of a state education which might only "indoctrinate the poor with the vice of submission" and be "a training for the yoke." In the middle of the 19th century, however, some farsighted employers supported Mechanics' Institutes for adult workers and in the eighties education was made free and compulsory for all children. In "Lies and Hate in Education"* I have tried to show how the lies of nationalist and class bias still endanger the youth of Britain and other countries. Here, however, education

for adults and extra to the ordinary school is the topic.

The first most notable institution in workers' education was Ruskin College founded in 1899 at Oxford by two Americans, Mr. W. Vrooman and Prof. C. Beard. Its aim was to give youths of promise such knowledge as would enable them not to rise out of their class but to raise it. In 1903 Dr. A. Mansbridge tried to bring the orthodox and ancient universities into contact with the workers by forming the Workers Education Association (W. E. A.). This body organized and stimulated classes for adults in which education "above the battle" was to be impartially given. For the year 1928 it claims a total individual membership of 26,300 members and 2,359 affiliations of Trade Unions, Co-operative Societies, Workingmen's Clubs and Educational bodies. The W. E. A. championed the extension of the school-leaving age which the Labor Government has now raised to 15 years to operate next spring.

Another incident of importance in workers' education was the Plebs League which began in 1908 to advocate *independent* workers' education. Originating among dissatisfied students at Ruskin College, this body by its journal, "The Plebs," maintained that in the study of social science the workers must be as independent as experience had forced them to be in their industrial and political organization. Finally a majority of the students left Ruskin to found the rival Central Labor College (later the Labor College, London) to which they tried to turn the allegiance of labor organizations. In 1915 the National Union of Railwaymen and the South Wales Miners' Federation took over the college and maintained it until 1928 when, largely owing to the financial plight of the Miners' Union, the Labor College was closed. For the last two years the Trades Union Congress impartially sent three students to both Ruskin and the Labor College and now maintains six at the former. The N. C. L. C. hopes to replace the Labor College by a training center for prospective tutors.

*Hogarth Press, \$1.25 postpaid from Brookwood, Katonah, N. Y.

The students in each of the residential colleges seldom exceeded forty and the main activity of workers' education is to be found in the local classes and the non-residential labor colleges. All the latter were federated together in 1921 to form the National Council of Labor Colleges (N. C. L. C.). This organization, like the W. E. A., works now on a nation-wide scale and the growth and strength of the movement can be seen from the following figures for the class students:

Year	1922-3	1926-7	1927-8
W. E. A.	22,748	30,730	35,780
N. C. L. C.	11,993	31,635	27,147

The fall in 1927-8 the N. C. L. C. explains is accounted for by the longer courses run and the difficulties of students in depressed areas to pay class fees. Some 45,000 students are also covered by the Co-operative Movement, but these are in part included in the above figures and are not exclusively studying social science.

A short explanation of the main differences between the W. E. A. and the N. C. L. C. is perhaps necessary. The W. E. A. believes that education should be impartial and that students should be free to choose any subject which they wish. The N. C. L. C. asserts that even in a selection of facts in social history and economics a bias comes into play. Further it specializes in social science and advocates study in this department with the confessed purpose of making the workers more competent members of their labor organizations. Instead of education being above the struggle of classes it is a weapon in it and must be based on a recognition of that struggle.

Another point of difference is in the source of its teachers. The W. E. A. uses, for the most part, teachers with academic degrees from the orthodox universities. The N. C. L. C. hopes to provide its own teachers by its residential training centers and classes.

For about four-fifths of its finance the W. E. A. and its classes depend upon the state. It secures aid from private and public endowments. The N. C. L. C. on the contrary is run solely by money secured from trade unions and labor bodies. Thirty-two trade unions, with a membership of over 2,000,000, have Education Schemes based on a per capita tax varying usu-

(Continued on page 18)

QUESTIONS AND ANSWERS

7. What has Dr. John Dewey said about the educational program of the A. F. of L.?

"A few years ago I went over a good many of the documents in that field and I say without any fear of contradiction that there is no organization in the United States—I do not care what its nature is—that has such a fine record in the program of liberal progressive public education as will be found in the printed records of the American Federation of Labor."

8. What is the chief objective of the A. F. of T.

To professionalize teaching through organization of teachers in such strength that they may be in a position to determine their own status questions of professional conduct and terms of contract, and exercise fully their rights as citizens as well as teachers, thereby attaining the place of leadership to which they are entitled in order that the best and strongest may be attracted to the teaching calling and as free men and women may be fit builders of the citizens of tomorrow in a free republic.

9. Is it professional to belong to a union?

In affiliation with the American Federation of Labor we find 1200 of the leading scientists of the country in the employment of various government bureaus, physicians in the health departments of some of our large cities, technical engineers, musicians, actors, and teachers in public schools, normal schools and universities.

The Actors' Equity, the Musicians' Union, the Federal Employees, the Civil Engineers, the physicians in health departments have not found that affiliation with the American Federation of Labor has brought a loss of professional standing. Walter Damrosch, Ethel Barrymore, John Philip Sousa, Dr. Franklin Meyer, Professor John Dewey, Professor Harry A. Overstreet, Dr. Joseph K. Hart, Professor Paul Douglass, Professor Robert Morss Lovett, Professor John A. Lapp, Professor George Coe, Robert Bruere have not lost their professional standing by belonging to labor unions.

10. What professional groups have affiliated with the American Federation of Labor?

Scientists in the employment of various government bureaus, physicians in the health departments of some of our large cities, technical engineers, musicians, actors, nurses, professors in colleges and universities.

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THE LOVE THAT IS LOST

Every year I live I am more convinced that the waste of life lies in the love we have not given, the powers we have not used, the selfish prudence that will risk nothing and which, shirking pain, misses happiness as well.

MARY CHOLMONDELEY.

Salaries

It is frequently stated in terms of reproach that the American Federation of Teachers is interested in teachers' salaries. We have repeated again and again that we are interested, keenly interested, in increasing salaries, but again some would-be critic asserts that he has discovered our nefarious and secret principle of adequate compensation for teachers.

We think the time is ripe for a general campaign for increased salaries and increased revenues for the support of the public schools. In order that our position in this matter may be perfectly clear, we repeat here the statement on salaries adopted at our last annual convention. It is hoped that those who profess to believe that we regard or should regard this position as discreditable will read this statement. We reiterate that the American Federation of Teachers is seeking to make teaching a profession in fact, and that the foundation on which a teaching profession must be built is *adequate compensation for service rendered*, tenure during efficiency and participation in administration.

Salaries—from Convention Report

National wealth, according to the National Bureau of Economic Research, has increased from \$63,000,000,000 to \$90,000,000,000 within the past six years. Since 1910 the total net annual income of America has increased over 80 per cent, while our capital accumulations and power to create wealth have multiplied enormously. This was shown by the output per man-hour in basic industries, such as the steel and automobile production; by the increase of 43 per cent in the production of electrical energy obtained by the use of fuel and by the increased productivity of labor itself. In view of America's prosperity and her unprecedented growth in wealth since the World War, the failure of states and localities to pay adequate salaries to teachers seems incomprehensible.

Teachers have never been paid salaries commensurate with the social service they render. Wage reductions which have been suggested by some boards of education, are not only without justification but suicidal. They tend to drive out of the teaching profession those courageous idealists who inspire youth to those achievements which make for progress. Attempts at salary reduction should be resisted not only because they

entail hardships upon teachers and their dependents, but particularly because they are anti-social as well as destructive of the best interests of the country, since they transform teaching either into a part-time job or drive out of the profession those who can least be spared.

A study of the salaries paid to teachers of normal schools and teachers' colleges, recently made by one of our locals, revealed the deplorable fact that the general salary level in these institutions is not such as to guarantee that the students in them will continue to come under the influence of the most capable and socially minded teachers obtainable. Many of these schools still have salary schedules ranging from \$1,000 to \$3,300 and some from \$1,700 to \$4,000—salaries less than those received by teachers in first grade cities. Moreover, even these schedules are not automatic in operation and hence the underpayment of our normal teachers is even greater than indicated. As the future of America rests to a considerable degree upon the fitness of the teachers for their task and, as the fitness of the teacher is largely determined by the type of normal and training school teacher, we earnestly call upon the public to give these teachers a salary commensurate with the service they render.

America's unprecedented growth in wealth since the World War, the improved status of the organized workers, the failure of boards of education to follow the recommendations of Citizens Committee for salary increases, explains, in large part, the great annual teacher turn-over of 100,000 and the inevitable lowering of standards. The niggardly policy pursued by boards of education toward the question of teachers' salaries cannot be continued without paying heavily through an inadequately trained citizenry or through poor economic adjustments. To prevent the catastrophe which must inevitably follow if teaching becomes a part-time job or if it fails to hold the best teachers or to attract others equally able, teachers and public spirited citizens should be persuaded to inaugurate salary campaigns in their respective localities, which should provide for the following:

1. The embodiment of the principle of equal pay for equal professional qualifications and experience regardless of sex or of grade or class taught (as in the Minneapolis schedules).

2. A \$2,000 minimum, as every child is worth at least a \$2,000 teacher.

3. A maximum which will provide a cultural real wage enabling teachers to live according to the requirements of their position, to provide for the hazards of life, of leisure, for recreation, for travel, and for professional improvement.

4. A maximum to be reached in not more than ten definite annual automatic increments, regardless of ratings.

5. An index system to maintain the purchasing power of the cultural wage, to be periodically modified to meet ever-increasing living costs.

When one realizes the many tremendous responsibilities now being placed upon the teachers by the complexities of modern life and the conditions which place teachers in "loco parentis"; when one realizes the intensive and extensive preparations now required of teachers and the growing number of administrative and executive duties performed by them, is it too much to ask that the financial returns be somewhat commensurate with the increased requirements of the position, the services rendered by them and the generally rising standards of living for all groups?

Increased School Costs—Increased Revenues

Attacks upon the mounting cost of education have recently received considerable attention. To those familiar with growing educational expenditures, this unjustifiable criticism seems to show a misconception of educational values as well as an anti-social point of view which augurs ill for educational advance. As champions of the cause of education and progress, we must insist that it is not what is spent for education that should excite alarm—though that is not to be ignored—but rather the kind of education for which it is spent and the comparatively small sum which have been spent by a nation whose income in 1926 was about \$90,000,000,000. Despite America's unprecedented wealth accumulations since the World War our national government spent but two and one-half per cent of its income in 1926 for education, while it spent eight and one-half per cent for combating crime and twenty-two and one-half per cent for luxuries. An increase in educational expenditures would decrease the expenditures for combating crime.

Education must cost more because we are now giving children a more comprehensive education

to fit them for a more complex and varied life. Moreover, we are fitting our education more and more to the type of children and not, as heretofore, the children to a uniform educational scheme. Hence the special classes or schools for the crippled, the blind, the cardiac, the anemic; hence, the grading of pupils according to intelligence; hence the various types of individual instruction which characterize our educational experiments, such as the Dalton and the Winnetka plans; the various types of high schools—manual-training, textile, commercial or cultural and last, but not least, the establishment of Child Guidance Bureaus to prevent or to decrease problems of pupil maladjustment which may lead to crime.

And the only great body of organized citizenry on record for increased revenues to develop and maintain the public schools is the American Federation of Labor. Visit any legislative body and there you will find the labor group standing four square and alone for increased revenues for better educational opportunities.

Organizing the South

The American Federation of Labor has started its aggressive campaign to organize the workers of the South. It has but one objective, namely, to raise the standard of living of the poor, oppressed, exploited workers of the Southland. It seeks to bring them higher wages, better working conditions, better homes, better schools, better lives. It seeks to protect the children and to bring better educational advantages to them and to adults also.

The American Federation of Labor is again demonstrating that it is a great constructive social movement working for human betterment, fighting the enemies of mankind, poverty, ignorance, disease, waste and inhumanity and striving valiantly to establish the brotherhood of man.

It is impossible to believe that there is any teacher in all America who is not in sympathy with this special and tremendously important work. It is urged that all teachers inform themselves on the details of the southern situation and that they give the fullest possible support, moral and financial.

—Daughters of the American Revolution are "sacred cows of American patriotism," said Rev. Dr. William L. Stidger.

TEACHERS, PROPAGANDA, AND LIBERTY

Replies from nearly 3,000 American educators to Professor Manly H. Harper's questions designed to show what teachers think about make depressing reading. Overwhelmingly our teachers are determined to make religion safe for the young. Fifty-one per cent believe that "for the improvement of patriotism our laws should forbid much of the radical criticism that we often hear and read concerning the injustice of our country and government." Fifty-four per cent believe that "histories written for elementary or high school use should omit any facts likely to cause students radically to question or doubt the justice of our social order and government." Fifty-six per cent are sure that if every other nation was as good as the United States there would be no more wars. Eighty-one per cent are for unlimited support of the flag "for whatsoever cause it may be unfurled."

It is against this background that we must judge the effects of the recent demand that propaganda be kept out of the schools. That is a sound principle if rightly understood. But teachers who would falsify history to protect patriotism are bound to believe that propaganda is the expression of opinion of minority groups only and they will simply go on with more zeal than ever to turn out little Babbitts. More conscientious teachers who think that any discussion of controversial issues is propaganda will simply exclude from the educational process any intelligent treatment of issues that are vital to any education for citizenship. Ideally it is the business of schools to teach children to think rather than what to think, but you cannot teach them to think in a vacuum from which vital issues are excluded.

Evidently we have an enormous job on hand to educate the educators. One step in the process is removal of fear. The best immediate way to remove fear is for teachers to join their own union and stand together. They would gain more self-respect, be less afraid to open their eyes to ideas and be able to protect their own tenure of office at the same time. When, as recently happened in Boston University, a professor loses his job because he disagreed with a Dean on the wisdom of a certain money-making scheme, a strongly organized body of teachers would not have to content itself merely with a dignified report such as the Association of University Professors has recently drawn up.

ESTIMATED EXPENDITURES FOR CURRENT MILITARY EXPENSES FOR 1929-1930

United States of America.....	\$741,000,000
Great Britain.....	547,000,000
France.....	523,000,000
Japan.....	235,000,000

And we are not members of the League of Nations. Is it any wonder that the League's disarmament program moves slowly!

League of Nations News.

What Could an Educator of Vision Do for Education in Large Cities?

By Abraham Lefkowitz, Vice-President A. F. T., New York Teachers Union, Local 5

No educational system is perfect. Nevertheless our large school systems, which expend sums that seem startling to European educators, do not give the taxpayers full value for their money. Why? Because the educational and business leaders of our school systems are chosen by political machines for reasons of political expediency and not because they possess outstanding educational leadership or social vision. These political machines are not interested in a progressive social order nor are they animated by a desire to serve their fellow-men except in the limited sense necessary in order to maintain their dominance. They are, however, animated by a desire to maintain the dominance of their machine through patronage and secondarily to serve the economic interests of those who finance their campaigns. Hence they often select personally, estimable men and women who have generally attained a measure of business success and machine recognition but who, with rare exceptions, lack the social outlook, the broad educational vision of cultural background so necessary for the guidance of a great school system.

Such politically selected boards of education too often oppose progressive steps and measures or give them but superficial consideration when overwhelming public sentiment demands action. Such boards are too often engaged in distributing contracts to the favored few or in building a compliant educational machine. This naturally precludes the advancement of outstanding educators unless they are part of or have the support of that machine and are ready to do its bidding. Hence the low teaching morale of so many large school systems. Hence such ridiculous campaigns as the war against George the third and British school histories.

Ideal Board of Education

The first task of an educator of vision would be to secure a board of education composed of the ablest persons who represent the dominant business, industrial, educational and professional groups in the community. These Boards of Education are to manage the busi-

ness side of education and to determine upon the adoption of educational policies recommended by the superintendent of schools and his democratically chosen Advisory Council.

Second, as the Hanus Committee suggested in 1912, the educator of vision would wipe out Boards of Superintendents and repose the power they now exercise, in the hands of the superintendent of schools aided by an advisory council selected by the various groups in the system—district superintendents, directors, principals, teachers. This group would be the professional policy fixing group and would reflect the best educational thought of the schools.

Third, in place of the present method of preferment on the basis of influence—political, religious or social—a method of preferment that inevitably lowers teacher morale and undermines the educational system because it results in the selection of persons close to the political machine and animated by its ethical concepts rather than by educational ability and social idealism, an educator would extend the merit system to include everybody, even the superintendent of schools. The superintendent of schools should be chosen by a committee of renowned educators and educational administrators of the calibre of John Dewey, Professors Bonser, Kilpatrick, Bagley, Cody, Charters, or administrators like President Glenn Frank, Angell, Neilson and the like. All other exempt positions in the system should be filled by the Board of Education from an eligible list prepared by the Board of Examiners on the basis of non-assembled tests in which demonstrated administrative ability, leadership, educational and social vision will be the deciding factors.

What could teachers and the public expect from these three basic reforms?

First, an intelligent evaluation of educational procedures and reforms.

Second, a progressive outlook and an experimental attitude.

Third, a greater teacher-participation in educational affairs with its resultant educational renaissance.

Fourth, emphasis first, upon educational needs, second, upon costs.

Fifth, the placing of general social needs above political, industrial and religious obligations or affiliations.

What Would This Mean in the Form of Educational Reconstruction?

1. Based upon a careful study of movements of population, schools would be erected in needed neighborhoods with a seating capacity varying from 1,500 to 2,500 or at most 3,000 in place of the educational factories now being erected to house 6,000 or more students, necessitating over emphasis upon problems of administration and routine to the neglect of the necessary educational and human elements. **These schools would be equipped for educational activity and not for listening.** Hence they must have workshops, as well as social natural science laboratories. While rooms are to be large and airy, they should have seats for no more than 35 pupils in place of 40 to 60 pupils now found. This reduction may be achieved by smaller pupils loads, or by programming students for subjects they can carry and not by the traditional number of major subjects. Where such equipment is lacking, or even with it, co-operative education—that is joining work in factories or mercantile establishments with schooling during alternate weeks—should be adopted.
2. The establishment of schools with the child and not the curriculum, as the center. The curriculum must be so flexible that it can be fitted to the individual needs of every child. Alongside of this adjustment should be established schools for those with special aptitudes such as academic schools for college preparation, artistic, commercial, manual, or technical schools, etc. Experience and the best educational evidence show that but 30% to 40% of the children now in our public high schools are capable of doing the work of our traditional high schools which are based on the former concept of secondary education as a preparation for college. To attempt to fit the other 70% to that outworn and now untenable base, is to breed failure where success can be achieved; to develop an inferiority complex with its resultant anti or asocial tendencies in place of feeling of power and success which ensure success in the industrial and business world. While this is perhaps the strongest indictment of our school system—as it is now constituted—it is only fair to state that some steps have been taken in that direction by the introduction of the grading of pupils, by slight modifications in courses of study, by the introduction of the Dalton Plan and by various types of special classes.
3. The establishment of schools for the training of teachers, such schools to be located in each borough and manned by a specially selected group of expert teachers. To these schools are to be sent those teachers who need more practical training than the regular or training schools are capable of giving them. Thus inexperienced teachers would be trained by experts to meet practical problems in their natural environment.
4. The establishment of experimental school centers in each borough not only to evaluate new methods and content but also to train teachers in such new techniques as the new creative schools demand. Creative education tried under typical school conditions instead of by selected groups in private schools, will make possible a comparative evaluation of the old and the new methods and release untold educational possibilities now crushed by our formal education.
5. The elimination of the Regent's Examinations for non-academic schools though not of prognosis or achievement tests. The grant to principals of the right to modify courses of study to meet the particular needs of their schools and further the granting of two types of diplomas: one for graduates and one, a mere certificate, indicating that the holder has completed certain work. Thus the idea of failure, so characteristic of modern education, would recede to the background.

6. A full recognition of the possibilities of the Mental Hygiene movement by the establishment of:
 1. Child Guidance Bureaus to handle cases of maladjusted pupils or teachers.
 2. The appointment of Deans of boys and girls in each school, trained in child psychology, capable of handling minor causes of adjustment, the more difficult cases to be sent to the Child Guidance Bureau.
 3. Visiting teachers and psychiatric social workers to aid deans.
7. Teachers are to be organized into professional and experimental groups covering every field of education constantly subjecting content and procedures to testing, discarding them when found wanting and keeping the schools abreast of the scientific and industrial advance.
8. A system characterized by elasticity in assignment so that teachers can be shifted at will where they can do the most efficient work and be happiest instead of confining them to specified grades whether they function efficiently or not, or whether they are happy or miserable in their new work. Instead of drawing our best teachers out of the lower grades where they are most needed, we shall pay teachers according to their qualifications and training and not according to grade taught. Thus good teaching will be done throughout the school system, each teacher occupying the place where she can function best.
9. The establishment of pre-school centers or Nursery Schools, just as we have established kindergartens, so that the attitudes of children which so largely determine the direction of their future education, thinking and conduct, may be directed into social channels.
10. A complete reorganization of adult education with adequate appropriations so that classes may be small, housing adequate and their education continuous. The housing of our evening schools and the inadequate handling of the problem of illiteracy are hardly commensurate with the sacrifices these adults make in order to fit themselves into their new industrial and cultural environment.
11. The complete reorganization and unification of our system of industrial education and its supervision by a qualified sympathetic persons. Instead of outworn school buildings which often contain fire hazards, and instead of antiquated machine equipment, we should have schools especially erected for the purpose containing the most up-to-date machinery, and manned by teachers fully trained and possessing an adequate industrial background. The continuation schools offer our educators an unusual opportunity to experiment with creative education without endangering the regular system.
12. Health Hygiene to become a basic part of education and not a ridiculous side-show where a physician examines forty children in ten minutes about three times in eight years and where one nurse tries to follow-up 11,000 children. Under a real health program pupils will be examined twice a year, with a nurse to follow-up on the basis of at least one nurse to each school, aided by district medical and dental clinics not only to aid in preventive work, but in eliminating small or incipient ills where parents are too poor or too ignorant to do so. The child must not be made to suffer for the ignorance or poverty of his parents.
13. Stress upon character education, not by devising courses in ethics or by futile preaching, but by providing opportunities for wholesale ethical living such as is furnished by a democratically run school and by what is improperly called extra-curricular activities. Group ideals and group conduct are the most dominant determinants of character.
14. A system where teachers are encouraged to do their best not because of a rating club, but rather through a system of self-rating based upon democratically developed standards and through the satisfaction which comes through success and

the attainment of greater mastery of self, and not greater mastery than one's fellow teacher.

What Will Be the Result of These Educational Changes?

1. Instead of regarding education as a process of settling opinions so that pupils become docile acceptors of prevailing custom ideas, it will seek to widen their horizon, to make them historical-minded, critical, social and tolerant. This will give "change" a fighting chance with "stability" which is but a sand-bar in the stream of progress destined ultimately to be washed away.
2. Instead of developing a sentimental outlook upon life it will develop a scientific attitude or what Glenn Frank calls a "radical attitude" which goes to the roots of things seeking the truth wherever it may lead.
3. It will make education vital and real. Schools will tend to become democratic centers pulsating with life and with activity. The teachers will be social guides seeking to develop to the fullest extent the power and the character of the children entrusted to their care. Citizens of a world subjected to this kind of system would in time tend to revolutionize our economic, political, religious and social life.
4. It would tend to transform our competitive warring world made up of individuals or nations seeking personal or national aggrandizement at the expense of their fellow men, into a society of cooperators working for peace and for the welfare of mankind. In a word, the future citizen trained in our creative schools controlled and democratically managed by business men and educators of vision should bring us nearer and nearer to the realization of the dreams of the prophets of all ages—the brotherhood of man.

AMALGAMATED HONORS HILLMAN BY SCHOLARSHIP

The Chicago joint board of the Amalgamated Clothing Workers of America has honored its president, Sidney Hillman, by establishing a fellowship in economic and industrial relations at the University of Chicago. An editorial in *The Advance*, official organ of the Amalgamated commends the union for its action and describes the fellowship.

"So the decision was made, under great acclaim of the membership, to establish a fellowship in economics and industrial research at the University of Chicago in the name of Sidney Hillman. Every year an able and promising student, properly recommended, will receive the sum of \$1,000, which may enable him to carry on his studies and perhaps due to this assistance, prepare him for service in this particular field of investigation of human and social relations.

"Of course, there are no strings to the Hillman fellowship. It is offered in the broad, generous spirit of the Amalgamated and attempts to exact nothing but interest in the subject-matter of the study."

WASHINGTON—(FP)—The White House Conference on Child Health and Protection met December 6 in committee on recreation and physical education. Scores of experts from all over the country discussed plans for giving more and better play to children.

This debate did not touch upon providing sufficient wages or other income for families to insure that the children may have play-equipment and adequate clothing, as well as time to play.

SOLDIERS TRAINING TO FIGHT WORKERS

By McAlister Coleman

A group of officers, gathered around their Commander at an encampment of the Reserve Officers Training Corps, were discussing the possible enemy of this country in the next war.

One of them thought it would be Japan; another England; a third a coalition of the Central European Powers against the United States.

When they had finished, the General, smiling benevolently, said: "All you boys are wrong. It will be no foreign country that we will fight. The next war will be waged inside our own borders."

There was considerable surprise expressed at this, and a young officer said, "Whom will we fight, General?"

"Why, the workers, of course," came the answer. "Don't you realize that as soon as our present prosperity begins to peter out, the working people, who are accustomed to high standards of living, will want to continue those standards and when they find they cannot, will rise up against the government? Our principal job is preparing to suppress armed insurrection right here at home, rather than attacks from any foreign country."

SUMMARY OF A. F. of L. CONVENTION

Following is a summary of the action taken by the American Federation of Labor at its 49th annual convention in Toronto, beginning October 7 and ending October 18, as prepared by Secretary Frank Morrison:

All organizations, "whether or not directly interested," take an active part in the work of organizing the South the coming year and co-operate with A. F. of L. to that end.

"Organization of workers is the first step toward their betterment."

Efforts to organize aircraft industry be continued. Executive Council to consider request to assign metal trades organizer in Chicago district. Same officials to circularize affiliates in favor of laundry workers' and jewelry workers' organization. Continued support to Garment Workers' Union pledged. A. F. of L. officials will call attention to retail clerks' need for support in organizing campaign.

An educational and organization program be continued that sleeping car porters may be organized. Sales tax opposed. Officials instructed to aid coal miners to secure remedial legislation for that industry.

Recommend mandatory registration of aliens upon arrival, and voluntary registration of aliens already here.

Favor Brookhart bill (Senate) that would end wage inequalities in government service.

Women's so-called "equal rights" amendment to the Federal Constitution declared a "fallacy and absurdity," used for propaganda purposes by a minority political group of women.

Approved President Green's effort to secure remedial legislation for farmers.

State Federations of Labor urged to favor passage of legislation to make effective the Hawes-Cooper convict labor bill.

Indorsed pending Dale-Lehlbach retirement legislation, and also pending short Saturday work-day bill for government employees.

Pensions for Spanish War veterans approved.

Repairs on navy ships in port be done by civilians, as provided in naval appropriation bill of 1912.

Preference to veterans in government employment referred to Executive Council because of complications. Same procedure for Saturday half holiday for Canal Zone government employees.

Retirement for Canal Zone federal employees favored.

Higher wage scale for post-office laborers approved, as was a proposed civil service court of appeals.

Officers instructed to aid in combatting occupational disease in the painting industry known as dermatitis.

Legislation to protect union labels in the District of Columbia.

Congress called upon to enforce, by proper regulations, merchant marine act which provides that vessels carrying mail under a subsidy shall have a crew of at least 50 per cent American citizens, exclusive of licensed officers.

Abolition of Sea Service Bureau, United States Shipping Board.

Officials to co-operate with affiliates of government employees that these workers "may secure a genuine advance in pay." Same policy to improve these employees' work conditions and correct harmful practices.

Reaffirmed previous declarations that post office system be operated for service and not for profit, and that social service activities not be charged against postal revenues.

Officers to aid higher wage movement of Canal Zone pilots.

Affiliates to continue close attention to development among workers of new types of skill and craftsmanship which are replacing old types.

Conference between workers and employers prior to introduction of machines urged to provide against avoidable hardships.

Official to draw model state old age pension bill of not less than \$300 annually. State Federations of Labor urged to consider passage of same of first importance. Old-age retirement for employees in private industry will be studied by officials in co-operation with sympathetic citizens and groups outside the trade union movement.

Officials to call conference of representatives of national and international affiliates to arrange organizing campaign among southern workers "regardless of craft or calling."

Organizing of automobile and vehicle workers referred to officials.

Conscripted labor in war time opposed.

State Federations of Labor urged to use Wisconsin law as model to regulate private employment agencies.

Discrimination against older workers will be studied by officials. Executive Council declared these workers must be given employment or be cared for at public expense. "One course or the other is inevitable," the Council stated.

Convention approved Council's warning that before unions adopt old-age benefit plans "they should use care that they are proceeding upon a thoroughly sound actuarial basis."

Denial of labor to the air challenged, and efforts of labor's radio station WCFL, Chicago, to secure necessary time, wave length and power rights again indorsed.

Attempt to repeal anti-trust section of Federal Radio Law opposed. Competition in radio industry favored, and the government called upon to dissolve radio trust that is now attempting to monopolize the air and control that system of communication.

Reduction of immigration from Eastern Hemisphere by at least one-half favored, as was a 2 per

cent quota, based on the census of 1890, of all countries below the Rio Grande and adjacent islands.

Filipino immigration opposed and Welch bill (H. R. 13900) pending in Congress indorsed.

Stricter enforcement of laws relating to persons living in Canada and who work in the United States favored.

Labor's educational platform reaffirmed. This includes better enforcement of educational laws, wider use of school plants, upward revision of teachers' salary schedules, tenure of position for teachers during efficiency, sound pension laws, protection of schools from propaganda, and all forms of exploitation. Labor representation on school boards favored.

Approved Executive Council's declaration: "The child amendment to the (Federal) Constitution is still a live issue." Committee reported: "Recent disclosures have made more evident the horrors of child slavery which exist in our country as a stain upon our national honor."

Child Health Day, May 1, indorsed. State, city and local affiliates called on to urge public officials to recognize this day by display of American flag. This action, the convention declared, is in line with the tradition of the A. F. of L., and with its constant recognition "that the first duty of mankind is to care for its children."

Continued support and co-operation with the Workers Education Bureau recommended.

Establishment of a national labor college for workers education referred to Executive Council.

Bill to limit use of equity power in labor disputes approved. The bill would outlaw "yellow dog" and annual Supreme Court decisions that have taken fundamental rights from labor.

Abolition of capital punishment referred to Executive Council.

Educational campaigns for fire prevention favored.

Study of social and economic conditions in Porto Rico by representatives of labor and other citizens favored. President Green instructed to use his judgment in making this declaration effective. Same general action taken on Virgin Islands.

Employment of citizens on government work indorsed and question referred to Executive Council.

Convention called on every member of organized labor to make every effort the coming year "to fully utilize the valuable service rendered by the bona fide labor press in the education and the upbuilding of the American labor movement." Resolution declared that the labor press can extend the power and influence of trade unionism.

Government control over proposed Boulder Canyon dam called for.

Convention reiterated request that organized workers and sympathizers purchase "Pequot" sheets and pillow cases made by members of United Textile Workers, employed by the Naumkeag Steam Cotton Company of Salem, Mass., a 100 per cent union cotton mill.

Convention opposed any treaty relation with foreign countries which would affect right of United States to enact legislation regulating government operation of all merchant vessels sailing out of American ports.

Rejected proposal that our government have unofficial observers stationed at International Labor Office, Geneva. Same action on resolution that A. F. of L. urge affiliates to favor League of Nations and International Labor Office.

Complete independence for Philippine Islands favored.

Scranton convention declaration in favor of craft autonomy reaffirmed as substitute for resolution favoring merging of international unions to eliminate jurisdictional disputes.

Refused A. F. of L. affiliation with the International Labor Office, which is a division of the League of Nations.

Mooney-Billings pardons favored. Affiliates urged to be guided by Federation official in effort to secure release of the two men.

Indorsed Senate investigation of charge that life, liberty and property are unsafe in Cuba.

Urged campaign to secure representation of organized labor on text books commissions.

Resolutions favoring protective tariff on logs, lumber and shingles referred to Executive Council.

Conservation of natural resources and extension of opportunities for outdoor recreation indorsed.

Sunday closing law for barber shops in the District of Columbia approved.

Convention recommended all affiliates adopt as a policy "no overtime work."

Convention declared as a principle that all naval vessels, aircraft and ordnance, and all non-commercial munitions, be manufactured in government establishments.

Sympathy expressed for Jews in Palestine who have been murdered by Arabs.

Convention sustained Executive Council in granting separate charter to sleeping car porters.

Anti-"yellow dog" bill introduced by Ohio Federation of Labor in the Legislature of that State indorsed as a model bill to end this un-American practice of forcing workers to agree not to join a trade union as the price of employment.

Convention again refused to charter acetylene workers as such. Acetylene welding was declared to be a "tool," used by all metal workers and can not come under the jurisdiction of any one trade or calling.

Jones-Gibson bill, pending in Congress, indorsed. The object is to establish the 44-hour week in the principal industrial establishments of the Federal Government.

Convention declared that "the development of automatic machinery and scientific processes, with consequent lessening of opportunities of employment, makes it imperative that the five-day week be universally installed."

Vacations with pay was declared to be intertwined with general movement for more leisure, "which is so urgently urged by organized labor for every moral, social and economic reason."

Protests by affiliates against the anti-union attitude of these concerns were indorsed: Hatters against Saranoff-Irving Hat Company; iron and steel workers against American Rolling Mill Company of Middletown, Ohio; tobacco workers against R. J. Reynolds Tobacco Company, manufacturers of Camel cigarettes and Prince Albert smoking tobacco; cigar makers against General Cigar Company; structural iron workers against Shell Oil Company of California. The convention instructed officials to investigate differences between metal polishers and the Super-Maid Cooking Ware Company of Chicago and "report their findings to the different central bodies throughout the country."

American Federation of Labor delegates to the Havana convention of Pan-American Federation of Labor were instructed to favor permanent co-operation with the International Federation of Trade Unions on a basis of hemisphere equality. American Federation of Labor Executive Council authorized to formulate general principles for such action, to be based on the principle of trade union autonomy.

Possible interchange of fraternal delegates with continental Europe referred to Executive Council.

Pan-American Federation of Labor, of which the A. F. of L. is an affiliate, declared to be eminently successful in dissipating ill feeling and misunderstanding "and in establishing peace and friendly relations, economic and political, between our country and the republics in the immediate south."

All officers unanimously re-elected. John J. Manning and Thomas L. Maloy chosen fraternal delegates to British Trades Union Congress, and Adolph Kumer will serve in same capacity at Canadian Trades and Labor Congress. Boston selected as next convention city.

AN OPEN LETTER TO EVERY HUMAN BEING

Washington, D. C., November 25, 1929.

TO THE OFFICERS OF STATE AND CENTRAL BODIES DIRECTLY AFFILIATED LOCAL UNIONS, ORGANIZERS AND THE LABOR PRESS.

Greetings:

The Toronto Convention of the American Federation of Labor directed that special consideration be given to ways and means of organizing southern workers and in order to facilitate this work it directed that a Conference of representatives of National and International Unions, affiliated with the American Federation of Labor be held "for the purpose of devising a policy that will be acceptable to all interested parties in the

proposed campaign or organization among southern workers, regardless of craft or calling."

Pursuant to this decision such a Conference was held at the Headquarters of the American Federation of Labor, on Thursday, November 14th. This Conference decided to comply with the instructions of the Toronto Convention and "that the Officers of the American Federation of Labor issue an appeal to the membership of organized labor for financial contributions to assist the United Textile Workers' organization in its organizing campaign in the South and that the United Textile Workers' organization render a detailed and itemized report of moneys received and expended in this campaign to the Secretary of the American Federation of Labor who, in turn, is to furnish every affiliated National and International Union with a copy of such an accounting."

In conformity with this action and with the approval and direction of the Executive Council of the American Federation of Labor we herewith appeal to the officers and members of organized labor for financial contributions and financial help.

The working people of the South have appealed to the membership of the American Federation of Labor for sympathy, counsel and assistance. They believe, as they have been taught to believe, that the great heart and hand of Labor have always responded to the appeal of distressed working men and women who may be suffering from industrial exploitation and oppression. The records of the American Labor Movement show that we have never failed in a single instance to respond to appeals of this kind. We cannot fail now when the cry of the southern worker reaches us, coming as it does out of the tragic and deplorable conditions existing in many sections of the South.

The southern textile workers are the victims of low wages, long hours and indefensible conditions of employment. They are being exploited and oppressed in a most ruthless and vicious way. They need our help and our service and it will be only through the extension of our help and service that they will be saved from a most cruel industrial fate.

Let us respond to their cry in a most generous and noble way. Let us show once again that Labor can be relied upon to respond to the

call of helpless men and unprotected women and children in their hour of greatest distress and deepest need.

A small contribution from the millions of working men and women who compose the American Federation of Labor and from their friends who may be in sympathy with our principles and ideals will constitute a sum of money which, if wisely employed, and economically expended, will serve to organize the southern textile workers and secure for them decent living conditions and guarantee to them the protection they so greatly need.

With enthusiasm and determination let us engage in this great battle for human freedom for the right to belong to a Trade-Union, for decent wages for working men and women and for the protection of women and children in the Southland.

Let us make this campaign for funds and for money a matter of special interest and supreme concern. Give generously. Give all you can. The need for funds is very great and the work the United Textile Workers' organization will be able to do will be determined by the amount of money placed at its disposal. We appeal to you, in the name of Trade-Unionism, of humanity and in behalf of the oppressed and exploited working people of the South for a large and generous financial contribution.

We do not prescribe any financial plan for the raising of funds. Formulate and execute your own plans for raising money and send it in quickly. We appeal to National and International Unions, State Federations of Labor, City Central Bodies, Local Unions and individual members for the full amount of money which each and all can give. We must have money if the workers of the South are to be organized and it must come from you if the work is to be carried on to a successful conclusion.

Send all money to Frank Morrison, Secretary of the American Federation of Labor, A. F. of L. Building, Washington, D. C.

A full accounting of all financial contributions will be made, as ordered and directed by the Conference of National and International representatives held at the headquarters of the

American Federation of Labor on November 14th, 1929.

Fraternally yours,

WM. GREEN,

President, American Federation of Labor.

FRANK MORRISON,

Secretary, American Federation of Labor.

UNEMPLOYMENT

By Michael B. Scheler

It is unfortunate that the American nation has not progressed sufficiently socially to take an active and effective interest in its unemployed unfortunates. It is well-known that neither our Government nor our employers' associations—with very rare exceptions—recognize the problem of unemployment. That it exists nobody denies, but that it is serious enough of a problem to be coped with by governmental and private social agencies, few admit. The worker is only a recognizable entity in American society *when he works*; as soon, however, as he happens to lose his position, he is entirely forgotten, he is seemingly non-existent. What becomes of him then? What suffering he endures? What privation and embarrassment he and his family are subjected to during his "involuntary vacation"? None knows and none cares. But those workers who went through those miserable periods in their lives know fully the horrors of unemployment.

Fortunately the labor movement is slowly rising to the occasion. Many unions have already adopted measures, some of which are quite effective and others still inadequate to meet the burning need—seeking the relief of the suffering of their unemployed members. Commendable as these steps are, they nevertheless still form a mere drop in the ocean. The problem is too wide in scope and too serious and demands action and measures of national proportions. The trade-union measures merely benefit a handful of workers, an insignificant fraction of the workers of the nation. Organized labor comprises hardly 3,000,000 men and women. There are over thirty million men and women employed in gainful occupations. Consequently the trade-union relief does not benefit the vast masses of the organized, of the unskilled, of the colored races, and even a considerable proportion of the organized workers. All these elements are left

to the grimaces and vicissitudes of fate whenever they are unfortunate to lose employment. And only those who have experienced the effects of unemployment can understand what fate has in store for them.

The trade unions, individually, and the organized labor movement, collectively, must awaken to the needs of the hour and must organize proper agencies and take adequate measures in order to prevent the outbreak of unemployment, remove the causes and to effectively give relief to the afflicted. Palliation may do some good but it would not radically change the situation.

It would be interesting to the readers to learn what are some of the steps and measures some of the American labor organizations have already taken in combatting and overcoming this social menace.

The Labor Review, official organ of the Department of Labor, Washington, D. C., recently contained an unusually interesting and informative article concerning the efforts of American trade unions to combat unemployment, an analysis of which we are pleased to present to the readers:

"At the present time there are only three international unions in America which are known to be paying their members unemployment benefit. It is true that unemployed are given financial aid by many unions and local branches, but both in amount and form such assistance takes on more or less the character of alms. Measures providing for direct unemployment insurance, to which the employers also have to contribute, are actually in existence only in the clothing trades, but the plans of these unions have for the most part not yet been put actually into effect, the delay being due to communist machinations, which have within recent years brought these unions, once so splendidly organized, to the very brink of ruin."

Other measures taken by the American unions against unemployment are the following:

RESTRICTION OF MEMBERSHIP: This method, which is fairly widespread, starts from the theory that the work available in the industry should be secured to the workers already in membership. Certain unions go so far in this direction as to declare that no applications for new members will be accepted while members of the union are out of work. And cases have

even been known when workers already in membership have been given inducements to leave an industry which was overmanned. Some organizations have succeeded in arranging for the workers discharged to obtain a *non-recurrent indemnity* from the employer.

REGULATION OF NUMBER OF APPRENTICES: Many unions have strict rules regarding the proportion of apprentices to journeymen, and the age and period of apprenticeship.

DISTRIBUTION OF WORK AVAILABLE: The working of overtime is either limited, prohibited altogether, or penalized by requiring compensation at increased rates. Some unions allow no overtime unless permission is given by union officials. The laws of the International Typographical Union, for instance, provide that any man who has accumulated overtime amounting to a full day must take a day off and thus make room for a substitute.

FINDING JOBS FOR MEMBERS: Most local unions regard it as an accepted duty to find work for their members. There are, however, very few direct Labor Exchanges, such as those of Europe.

OPENING NEW MARKETS AND INCREASING BUSINESS: Unions often try to secure larger sales for firms which employ trade unionists and produce goods under trade union conditions. We have recently received a letter from the United Textile Workers of America, of which the direct purpose is to "assist" the manufacturers of a given product. The whole letter is a zealous advertisement for the product of a concern which employs 3,000 workers under 100% trade union conditions.

UNEMPLOYMENT BENEFITS: At present unemployment benefit is paid only by the International Pocketbook Workers' Union, the Diamond Workers' Protective Union and the International Association of Siderographers, consisting of 80 members. The reasons given to explain why the practice of paying unemployment benefit is not more general are: first, the unwillingness of members to pay the increased dues which would be necessary; and, secondly, the apparent inadequacy of the administrative agencies of the union to secure a just distribution of the benefit.

EXEMPTION FROM DUES: Unemployed members are often excused from the payment of trade union dues while they are out of work.

LOANS TO MEMBERS: Owing to difficulties in getting these loans repaid, most of such plans have been abandoned.

UNEMPLOYMENT INSURANCE PLANS: One of the systems adopted by the unions of the clothing industry provides for contributions both from employers and the workers. Another form introduced by the Cleveland Clothing Workers compels every employer to guarantee work for 41 weeks in the year to all those of his employes who are trade unionists. Such employers do not pay direct contributions, but give a surety bond for an amount equal to $7\frac{1}{2}\%$ of their direct labor pay roll. Those of their workers who are unemployed for over 11 weeks in a year can claim from this amount two-thirds of the weekly minimum rate.

LABOR'S UNEMPLOYMENT CONFERENCES: A conference to discuss the unemployment question was held in Philadelphia last year and attended by delegates from 150 trade unions. It emphasized the need of statistics showing the extent of unemployment, and pointed out that trade unions could assist materially in gathering such data. No doubt this is the first step. If, however, unemployment, which is apparently becoming a permanent phenomenon in the United States, is to be systematically combatted, the American workers will probably be forced to make the same demands as those which are so general in Europe, and some of which have already been attained in Europe, to wit: the creation of a comprehensive national system of labor exchange, and the introduction of state unemployment insurance.

Workers' Education in Britain

(Continued from page 5)

ally from 6 to 12 cents per annum. These schemes provide free attendance at all classes and day schools, free correspondence courses for all members of the unions and branch lectures when required. In order to form an alliance with the unions, the W. E. A. set up a special section called the W. E. T. U. C. through which unions provide free scholarships at week end, day and summer schools.

Correspondence courses are provided by the N. C. L. C. in the following subjects: Economic Geography and Imperialism, Economics, English Grammar, Journalism, Esperanto, History

of British Working-Class Movement, Local Government, Orthodox and Marxian Economics, Public Speaking, and the Social History of Britain. These are also the chief subjects taught in the oral classes. In the year 1927-28 there were 2,385 students in the Correspondence Course department. One hundred and forty day and week end schools were run by the N. C. L. C. and 1,018 branch lectures given.

A library for the use of tutors and a lantern department with sets of slides and films for still pictures are maintained. The monthly journal, "The Plebs," with a circulation of 6,000 furnishes students and teachers with lesson material on current happenings and during the last ten years well over 200,000 special text books have been sold for the use of worker-students. The W. E. A. also has its monthly, "The Highway," and has also of late issued special text books.

Although workers' education has made considerable headway in Britain, much remains to be done before the organized workers will attain a wider power and use it more effectively. In the realm of politics labor at the last election secured eight and a quarter million supporting votes but the Tory and Liberal parties still retained about fourteen million votes between them. The British trade unions still need a greater body of active capable members to shoulder the responsibilities and opportunities which face them.

Until a Labor Government holds complete and permanent power the ordinary schools will not reveal to the children of the workers the history of their own class. Despite outstanding individual examples, the British universities are proven by the character of their representatives in Parliament to be conservative and reactionary. The advance of technical education may further create the modern marvels of productivity and yet turn human beings into robots. Workers' education saves the worker from being mentally fordised. It will assist the workers to understand society and control social forces. It will enable the workers to state their case for a better standard of living, fortify them for the struggle to win and prepare them to make workers' control a reality.

The ship that has no steam cannot pass the one that has. Neither can an organization forge ahead without a strong membership.

A. F. OF L. PLANS ITS SOUTHERN CAMPAIGN

Representatives of 105 national and international unions met in the American Federation of Labor Building November 14, 1929, and adopted a plan of campaign for organizing the unorganized wage earners of the South. Representatives of state federations in the South also attended. There was great enthusiasm. After everyone had explained conditions in the South the following declaration was adopted by the conference: President William Green presided and Frank Morrison acted as Secretary.

The social and industrial unrest manifested by the workers in the unorganized industries of the South can only be interpreted as an expression of a deep-seated desire to secure and enjoy higher wages, proper and humane conditions of employment and the exercise of economic, industrial and social freedom. The southern worker has long been regarded by employers of labor as docile and submissive, satisfied if he received small compensation and susceptible to exploitation. This appraisal of southern working people was very largely created through the invitations extended by so-called business and employers' organizations in the South to capital and industrialists outside the South to locate their mills and factories there. Many of the invitations thus extended emphasized the docility of southern workers, the opportunity to employ children, lack of legislation regulating the hours of employment of women in industry and the low wages which prevailed. These invitations could only be construed as a bid for outside capital to come South and exploit southern labor.

It is most extraordinary when groups of people residing in a section of our country invite capitalists to come into their respective communities and engage in the exploitation of their neighbors, their fellow-citizens and their unprotected labor. The natural and logical outcome of such representation is reflected in the construction of mill and industrial villages, employment of women and children at night, long hours of exacting service, the inauguration of cruel and inhuman "stretch out" systems and the domination, by the employ-

ers, of the religious, social and civic life of mill communities.

Evidently the mill and industrial owners and those who invited them to come South did not take into account the sociological and psychological change which was bound to follow the industrialization of the South, the erection of the mill and industrial villages and the mass association of the southern workers. Brought in touch with a new social and industrial order, the desire of southern workers for the enjoyment of higher living standards and for the possession of those attributes which are inseparably associated with a higher standard of living became quickened and intensified. They had been transferred from their isolated homes in the mountains and small communities into a new environment where mass association and collective interest had been substituted for individualism.

Discontent and dissatisfaction, aggravated by the imposition of the "stretch out" system in many places, caused strikes and disorder in a number of mills and factories. The area affected by industrial disturbances reached from Tennessee to South Carolina. State troops were ordered out at Elizabethton, Tennessee, in several communities in North Carolina and in some places in South Carolina. Tragedy and loss of life occurred at Marion, North Carolina, and other places. It can all be regarded as a phase of the age-long struggle between exploiters and the exploited, between oppressors and the oppressed, between owners of mills and factories and their employees.

The American Federation of Labor very quickly realized the seriousness of the situation and immediately appealed to the Senate of the United States to institute an investigation of the textile industry in the South and to make the result of such investigation public. By request of the American Federation of Labor a Resolution was introduced in the United States Senate on April 29, 1929, providing for such investigation. Because of strong opposition from southern mill owners and some southern senators no action has, thus far, been taken. Since the introduction of the Resolution men and women have been killed at Marion, North Carolina, and else-

where. If the United States Senate had acted promptly and had undertaken the investigation requested by the American Federation of Labor the tragedies at Marion and elsewhere might have been averted and constructive steps might have been taken to allay the unrest and discontent which prevailed.

Organized labor has been eager to be helpful in the distressing situation which developed in the South. We have been ready to do constructive work and to assist in the establishment of collective bargaining, co-operation and a collective relationship between employers and employes.

Naturally the southern workers, oppressed and exploited, have appealed to the American Federation of Labor and to national and international unions affiliated with the American Federation of Labor for sympathy, assistance and support. They asked the organization having jurisdiction to organize them and to assist them in their hour of distress. The trade union movement would have been false to its ideals and to the humane principles upon which it has been built if it had failed to respond to their appeal.

We have answered their call. We have helped them materially and morally. We are interested in their welfare and their happiness. We are striving for human betterment. We are ready to assist them further in their struggle for the establishment of better homes, better living conditions, for the exercise of the right to organize into trade unions affiliated with the American Federation of Labor and for a full and complete exercise of all their industrial, economic and political rights.

Organizations affiliated with the American Federation of Labor have most generously contributed many millions of dollars to assist southern working men and women to organize and to carry on strikes which were inaugurated for the purpose of securing higher wages and improved conditions of employment, and to resist encroachments upon the right of wage earners to organize and to engage in the normal activities of trade unionism. In continuation of this policy this conference of national and international officers called by authority and direction of the

Toronto Convention of the American Federation of Labor, pledges its support, moral and material, to the southern workers in their efforts to organize into trade unions affiliated with the American Federation of Labor, and to secure higher wages, reasonable hours of work and proper conditions of employment. In conformity with this policy we recommend:

1. That we call upon the Senate of the United States to adopt the Wheeler Resolution providing for an investigation of the textile industry in the South. We believe that through an investigation such as provided for by the Wheeler Resolution the causes of industrial unrest and social discontent can be ascertained and all the facts regarding working conditions, wages and hours of employment in the textile industry can be made public. With this information available and widely circulated public opinion will demand that justice be accorded southern working men and women.

2. That all national and international unions pledge themselves to assign at least one organizer and as many additional organizers as possible to southern states for the purpose of organizing those who come under their respective jurisdictions and for the purpose of giving special service to the United Textile Workers' organization. It is urged that national and international unions advise the President of the American Federation of Labor of organizers assigned to this campaign within thirty days and that the President of the American Federation of Labor arrange for a conference of such organizers at the earliest date thereafter.

Under the autonomous authority conferred upon national and international unions affiliated with the American Federation of Labor each organization may determine its own policy regarding the assignment of organizers. However, because of the unusual interest in organization displayed by the workers of the South we recommend that a plan of co-operation be developed by the President of the American Federation of Labor so that organizers assigned by respective national and international unions may co-ordinate their efforts

under the supervision of the President of the American Federation of Labor. To carry out this campaign efficiently and effectively it is further recommended that the President of the American Federation of Labor appoint a committee to consist of not more than three persons to assist him in the direction of this campaign and that he be further authorized to develop an adequate educational and publicity campaign and consider the establishing of headquarters in some southern city, place to be named by him later, and this work be carried on within the financial means available.

3. We call upon the State Federations of Labor and City Central Bodies of Southern States to organize their forces, to put forth special efforts in co-operation with national and international unions under the supervision of the President of the American Federation of Labor and to render all help possible in carrying forward the southern organizing campaign.

4. That the officers of the American Federation of Labor issue an appeal to the membership of organized labor for financial contributions to assist the United Textile Workers' organization in its organizing campaign in the South and that the United Textile Workers' organization render a detailed and itemized report of moneys received and expended in this campaign to the Secretary of the American Federation of Labor, who in turn is to furnish every affiliated national and international union with copy of such an accounting.

5. That we call upon the responsible and legal authorities of North Carolina to bring to justice those who are responsible for the loss of human life in different towns and places throughout the state.

UNION CONFERENCE HELD JAN. 6

A conference of trade union representatives to arrange the Southern organizing campaign was held in Charlotte, N. C., January 6. The call was issued by President Green.

Southern State Federations of Labor officials had compiled data and other information on conditions in various localities, as an aid to this movement.

In a letter to executives of A. F. of L. national and international affiliates, President Green said:

"We hope to make a preliminary survey of the situation at this time to consider plans and policies, to appraise the situation as fully and completely as possible, to take into consideration all the problems with which we will be called upon to deal and to formulate our plans and policies to be followed in the campaign."

President Green presided at the Charlotte conference and then proceeded to St. Petersburg, Fla., where the A. F. of L. Executive Council convened January 8. Following this meeting Mr. Green will visit many Southern cities, where he will address mass meetings of wage earners and other citizens on the purposes of trade unionism.

CHILD LABOR DAY

(January 25th, Synagogues; January 26th, Sunday Schools and Churches; January 27th, Clubs and Other Organizations.)

Child Labor Day, 1930, follows a season in which 44 state Legislatures were in session. Although two dozen or more bills of some significance for child labor were passed, only two of these were of first-class importance—and scores of progressive child labor bills were rejected.

In the years since Child Labor Day was first observed in 1907, the working children for whom the National Child Labor Committee was then seeking protection have become adults, many with children of their own. How much better chance will this new generation of children have than did their parents?

There are no longer any states entirely lacking a compulsory school attendance law, as did 12 states then; the maximum age for compulsory attendance now varies from 14 to 18 years instead of from 12 to 16 years "if unemployed"; and the minimum school term averages somewhat longer now. But there are still 18 states where exemption from school attendance may be secured by children under 14 years, for various reasons, such as poverty or family need.

Mining is no longer considered an occupation for children under 16 in this country. A generation ago only 3 states made the minimum age for work in mines as high as 16 years. There are still 3 states where there is no minimum age for work in factories except indirectly through the school laws; and 5 more where children may work in factories at 12 years or even younger, outside of school hours. But in 1907 only 29 states kept children under 14 out of the factory—and many of these granted liberal exemptions from the law.

For children who go to work there has been a comparable improvement in working conditions through restriction of working hours and prohibition of night

work. But in 11 states children under 16 may still work in factories after 7 p. m.; and in 12 states they may work more than 8 hours a day.

The federal census of 1930 will, we hope, light up numerically the gains made in the last 10 years—and the weak spots remaining. It will show in what states and in what occupations child labor is still prevalent.

And what of the future outlook? Shall another generation of burdened children struggle to maturity under the double handicap of curtailed schooling and premature industrialization? The White House Conference on Child Health and Protection called by President Hoover to meet in 1930, gives rise to the hope that a new approach may be found. The wide scope of the conference offers the possibility of combining for the first time the various aspects of child welfare such as health, education, delinquency and child labor in a unified program acceptable to all the states.

Churches, Sunday Schools, Synagogues, young people's societies and study groups wishing to present a timely program on Child Labor Day are invited to write for speakers, information, literature, posters, plays and photographs to the National Child Labor Committee, 215 Fourth Avenue, New York City. An analysis of the child labor law in any state can be supplied.

BRIAND AGAINST TEACHING YOUTH MILITARY SPIRIT

Geneva.—Bitterly condemning those poisoning the minds of youths with military propaganda, M. Briand called down the greatest ovation accorded any speaker before the Tenth Assembly. This was in his notable address delivered September 5. That which called for the wildest approval was when he said:

"But I do not think we ought to overlook also certain poisonous influences which are being brought to bear. All men are indeed at the present moment not convinced of the permanence of peace. There are those who do not seem to believe in the perpetual pacification of the nations, and a League of Nations which exercises supervision over the traffic in opium and other dangerous drugs should also keep an eye upon those attempts to poison the uprising generations; should keep an eye upon those who systematically instill these ideas into the minds of small children, and thus sow the germs of future war, preparing the way for orgies of slaughter in the future. I must describe these men as abominable criminals who should be pursued and should have the poison torn out of their hands. Here again is work which the League ought to do.

Appeals to Women

"In this connection I appeal to the women. It is they who have to defend their homes against this poison, because it is they who are the first victims of war and who water the battlefields with their tears. It is they who must fight against this evil, because peace is only to be had on that condition. When children are taught peace in school, when they are taught to respect other nations, when that which

unites rather than that which divides the peoples of the world is pointed out to them, it will not be necessary for us to measure the various proportional doses of security and to consider the carrying into force of the articles of the Covenant, because peace will then reign among the nations of the world."

WHY I AM A MEMBER OF THE TEACHERS' UNION

LEROY E. BOWMAN, Instructor in Sociology,
Columbia University

The college teacher is often keenly conscious of his abstraction from the actual affairs of the world and of his inability personally to assist in the attack on social problems. I find great satisfaction in membership in the Teachers Union because it gives real participation in a sound effort toward greater social justice for teachers.

WILLIAM H. BRIDGE, Instructor in Speech and
Dramatics, Hunter College

Not until teaching is recognized as a vocation and the teacher respected in the classroom as a priest in the Temple, will great teachers be developed. For me the Teachers Union stands for a recognition of that sacredness, first among teachers, and then, on the part of officials and executives of the school system.

GEORGE A. COE, Professor of Education, Teachers College (retired)

I am a member of the Teachers Union because,

(1) It openly discusses educational interests that, by reason of official connections and habits of self-repression, come to full utterance in no other organization.

(2) It puts the public interest—that of the children—ahead of self-interest and ahead of administrative machinery.

(3) It gives a hearing to new ideas before they are popular and before they are considered by public school officers.

JOSEPH JABLONOWER, Head of Department of
Mathematics, Ethical Culture High School,
New York

The Teachers Union has always been to me an instrument through which the teacher can achieve significance as a social agent, both in his direct function as a teacher of children and in the less direct function as one who informs the community life. But

in addition, it has just been fun to work in the Union with fellow teachers who delight in shop talk of the more fundamental type and who are ready to do something about it when things are short of what they deem to be right.

HOME ECONOMICS TEACHERS MEET

The third National Conference of Supervisors and Teachers of Home Economics will be held Monday and Tuesday, February 24 and 25, in conjunction with the Department of Superintendents of the National Education Association which convenes in Atlantic City, N. J., February 23.

The Chelsea Hotel is the headquarters for this conference. The meetings of which will be held in the Lake Como Room of that hotel.

Monday afternoon will be devoted to Research. The conference has been most fortunate in securing Dr. Elizabeth L. Woods, Director of the Department of Educational Research of Los Angeles, Calif., to discuss "Research and Service in Nursery Schools"; and Dr. L. Thomas Hopkins, formerly professor of education of the University of Colorado, and who is now at the Lincoln School, Teachers College, Columbia University, will discuss "The Function of Research in Curriculum Reorganization." Dr. Anne R. Dyer will report researches in present practices and Emeline S. Whitcomb, specialist in Home Economics, Office of Education, Department of the Interior, Washington, D. C., will report researches concerning Criteria for Building Home Economics Curricula.

The banquet Monday evening in Westminster Hall of the Hotel Chelsea will be addressed by Dean William F. Russell of Teachers College, Columbia University.

Tuesday afternoon the theme is "The Role of the School in the Health Education of the Child." The main speaker is Dr. H. E. Barnard, Director of the White House Conference on Child Health and Protection. The subject will be discussed by Superintendent of Schools Carleton Washburne of Winnetka, Ill. Classroom teachers, including Miss Moore of the Lucy Flower High School, Chicago, Ill.; Miss Daly of Paterson, N. J.; Miss Bullard, Buffalo, N. Y.; Miss Fish, of the William Penn High School, Philadelphia,

Pa.; Miss Keene of Detroit, Mich.; and by a State Director of Child Welfare, Dr. Ruth Andrus of Albany, N. Y.

Monday afternoon the program will be presided over by Helen Goodspeed, special assistant to the Director of Home Making of Philadelphia, Pa., and Tuesday afternoon Alice R. Wallin, head of the Department of Child Care, Highland Park High School, Highland Park, Mich.

On Wednesday afternoon there will be an opportunity for round table discussions for supervisors and classroom teachers. The organization of these round tables is under the direction of Sadie Swenson, Springfield, Mass.

72 CENTS OUT OF EVERY DOLLAR IS USED FOR MILITARY PURPOSES

Washington, Dec. 14.—National defense and the cost of past wars will use 72 per cent of the Federal government's budget for 1931 and but 13 per cent will be used for social services, research, public works and similar functions, according to a tabulation issued from the White House.

The budget totals \$3,830,000,000, of which \$2,733,213,283—or 72 per cent—will go to national defense and the fiscal burdens of previous wars. The 13 per cent, totaling but \$511,193,000, is for every social service. Only 8 per cent of the budget—\$300,307,000—will be required for the normal departmental government functions, including \$50,000,000 for the post office deficit.

NATION IS INJURED BY WORKING KIDDIES

New York, Dec. 14.—"America has not even had the intellectual curiosity to try to find out what industry does to her children," declared Miss Anne S. Davis, director of vocational guidance, Chicago Board of Education, in a conference on child protection.

"We do not know how scientifically bad industry is for children nor the effects of different kinds of work upon their development," said Miss Davis.

"All intelligent people know that child labor is not economical; that it is fatal to labor because it lowers wages; that it is not in harmony with efficiency for the manufacturer; that it is not conducive to the education or to the physical health and vigor of the nation. Yet child labor goes on and children are permitted to enter industry at 14 with relatively few exceptions.

"We have in the past worked for an eight-hour day for children in industry. But an eight-hour day has been set for adults in many lines of work and if eight hours is a long enough working day for an adult it is too long for a growing child."

THE TENTH ANNUAL OHIO STATE EDUCATIONAL CONFERENCE

"Reaching the Individual" will be the keynote of the Tenth Annual Ohio State Educational Conference to be held in Columbus, April 3, 4, 5, 1930. Mr. Robert M. Hutchins, president of the University of Chicago, will speak at the Thursday night general session. Mr. E. H. Sothern, well-known actor and dramatic reader, will give a series of readings from Shakespeare Friday night. One additional speaker for the Thursday night general session is yet to be secured.

More than one hundred speakers, including some thirty-five from out of the state, will participate in the Tenth Annual Ohio State Educational Conference in which a registration of over five thousand is expected. Last year 5,100 were registered.

Visual education will be a new topic for which sectional meetings will be held. This brings the total number of sections to thirty-five. Three sessions of conference (Friday morning and afternoon and Saturday morning) will be given over to these sectional conferences.

One or more meetings will be held by groups interested in each of the following fields of education: adult education, attendance supervisors, school nurses and visiting teachers, biological science, city superintendents, clinical psychology, commercial education, county superintendents, educational and intelligence tests, elementary principals, elementary teachers, English, geography, higher education, high school principals, history, home economics, industrial and vocational education, journalism, junior high school principals, kindergarten and primary teachers, Latin, mathematics, modern language, music, non-biological science, parent-teacher association, physical education, religious education, school business officials, school librarians, special education, teacher training, village and consolidated school superintendents, and visual education.

A society which permits child labor is one which thus feeds the future ranks of asocial and anti-social individuals.—C. Floyd Haviland, M. D.

The voice of the majority is no proof of justice.
—Schiller.

POINTS ON THE TEACHERS' UNION NEW YORK, LOCAL 5

November 20, 1929

1. Many teachers before they join the Union admire it for its "courage"; later, they realize that back of the activity of the Union is not so much *courage* as *intelligence* based on knowledge of the facts of injustice or inefficiency, together with a *sense* of *social* and *professional responsibility* "for doing something about it." This is why the Union, without risk to its members, can question the policy and the acts of school officials in medical board cases, in pension controversies and on mixing politics with education.
2. At the last meeting of the Executive Board, November 9, the Union's standing committee on Legislation and Teachers' Interests was directed to undertake a thorough study of the conditions under which teachers work, in order to prepare a public statement regarding them, and to strive to have unfavorable conditions removed. This work has already been started. The Union has the reputation of seeing things through.
3. The Union has had a good deal to say about the coming appointments of five high school principals. We have no candidates but we believe that the standing and the influence of the school system depends to a large extent on the standards of qualification believed in and followed by its officials. This week the Union communicated with a number of the most important civic organizations inviting them to stand with us in a demand for the elimination of political and ecclesiastical influences in appointments to the higher positions in the school system.

IT IS NOT A BOAST—IT IS A FACT
UNION TEACHERS
ARE AMONG THE MOST INTELLIGENT
IN ANY SCHOOL

José Vasconcelos, the defeated candidate for president of Mexico, appears to have had a very unusual platform. Imagine, as a political campaign utterance, this: "The first thing we must change is our outlook on life. Love alone understands—love alone corrects. He who is not moved by love will find that his very sense of justice turns into vengeance."

NEW ORLEANS TEACHERS LOOK TO A. F. OF L.

New Orleans, La.—The teachers of New Orleans feeling that they have been unjustly treated by the Orleans parish school board are turning toward the American Federation of Labor for aid. They contemplate asking for an organizer to be sent to the city to assist in forming a teachers' union.

The situation was brought about by the board's refusal to consider the request of the New Orleans Public School Teachers' Association for immediate action in the matter of back pay. During the years 1924, 1925 and 1926 part of the salaries was withheld. Sixty per cent of this back pay was paid in 1927 and 1928. The immediate payment of the remaining 40 per cent was the request made by New Orleans Public School Teachers' Association. This request the school board decided to ignore, saying that they had agreed to pay as much as they could of the back pay depending upon whether a surplus existed. At the end of the school year the board declared there would be no surplus.

DISCUSSION

Durham, N. C.—(FP)—"Controversial," said the dean. "You must not discuss it!"

The Duke University Liberal Club had sought to discuss the entombment of the Gastonia unionists and the slaying of Ella May Wiggins, and had invited Nell Battle Lewis, Raleigh journalist, as speaker. Denied university permission, they sought W. T. Bost, conservative news man of the Greensboro Daily News, who had mildly protested tactics used in convicting the Gastonia unionists to terms of 5 to 20 years in prison.

But the dean knew his mill owners and power barons of the Duke Foundation. He said "No." Finally he permitted an economics professor to speak. "But remember, no publicity!" Thus do students at the university endowed by the Duke tobacco, power and cotton mill millions learn of the exploitation of the workers whose toil makes possible their college courses.

Despite their censoring dean, Duke students are inquisitive. "Why don't you favor a federal investigation of the textile industry," the Liberal Club students asked Senators Lee S. Overman and Furnifold M. Simmons. Fussed, the

aged senators replied that they favored an investigation by the federal trade commission, but not by the senate, and wanted it deferred "until peace and quiet reigns."

Harry M. Douty, president of the Liberal Club, carries a card in the Brotherhood of Railway Clerks. Several other members know labor problems from the inside.

STUDENT DROPS SUIT FOR REINSTATEMENT AT PITT. "U"

Because he feels that his suit for reinstatement as a student at Pittsburgh University has already served its purpose of "exposing the autocratic, dictatorial policy of the university's administration," Arthur G. McDowell has dropped the litigation. He was expelled last May following an off-campus meeting of the liberal club at which Harry Elmer Barnes spoke on the Mooney-Billings case. McDowell had been active in forming the club.

In announcing that the suit has been dropped, Forrest Bailey, director of the Civil Liberties Union, which has been handling the case for McDowell, said, "It was hoped that court action would serve to establish a spirit of liberalism in the administration's interpretation of student rights. It has failed to do so. What has been established is simply an exposure of fascist psychology."

JUNIOR HIGH SCHOOLS HAVE SHAM EDUCATION

New York, Dec. 14.—Pre-vocational education that is offered children in junior high schools was listed with other "educational quackeries" by Dr. David Snedden, professor of education at Columbia University in an address to a parent-teacher conference.

The junior high school is the modern system of speed up in education. Giving students a preliminary vocational training was declared "pretense and sham by well-meaning ignorance or at least frightfully uncritical thinking."

Protests of organized craftsmen against teaching a smattering of every trade was upheld by Dr. Snedden, who said that in this age of specialization junior high schools are "too specialized," and that youth should acquire a general education up to the age of 18 before beginning vocational training.

The next annual meeting of the National Council of Teachers' Retirement Systems is to be held in Atlantic City, New Jersey, February 24-27, 1930, at the Hotel Strand.

Anyone interested in this comparatively new and all important project may attend the sessions. Those working for the passage or improvement of teachers' retirement laws have derived much assistance from their attendance at these meetings.

A splendid program is now being perfected. Any newcomers to the group are welcomed.

BOOKS

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

—Emily Dickinson.

"THE NEW EDUCATION IN THE SOVIET REPUBLIC"

By ALBERT P. PINKEVITCH, translated from the Russian by Nucia Perlmutter and edited by George S. Counts. Published by The John Day Company, New York. pp. 398. Price, \$4.00.

The educational world is indebted to the *International Institute of Teachers College*, Columbia University, for this very thorough exposition of the position on Education taken by the Soviet Union. The book was written originally for use in the training of teachers in the Soviet Union. It is, therefore, not popular in style but is very readable because of the interesting topics discussed, the new points of view presented, and the new interpretations of many familiar terms. For instance, in the introduction, the author defines the term "teacher" not as an individual only but also as an institution. That is something to think about!

The educative process is divided into two phases: nurture, which deals primarily with the physical and character development of the pupil, and instruction, which concerns itself with the acquisition of knowledge that will enable the pupil to determine his life work.

The author seems to favor faculty psychology although in explaining the foundations of method the activity school is stressed.

Throughout the book one is impressed with the constant comparison between the schools under capitalistic control and those under the Soviet Union. One statement that seems startling when seen in print is " . . . schools . . . never were and never will be free of politics as long as the state exists." If the ultimate goal of education is "the development of an outlook upon life," as this author states, then the life in which the schools find themselves will determine the aim of those schools.

The Russian Soviet schools follow the same organization into pre-school, elementary, secondary, technicums (a new departure), and uni-

versities, for children and youth. The adult education program is complete and comprehensive. This is due to the necessity of educating the masses who remained uneducated under the Czarist regime. The census of 1920 classes 68 per cent of the inhabitants of the Soviet Union as illiterate.

The system of artificial rewards is repudiated under Soviet regime. "Marks of distinction, including grades, testimonials, and degrees, promote unwholesome vanity and cause the pupil to work for the sake of the reward and not because of natural enthusiasm for the work itself." The idea is that the moral satisfaction that comes from work well done should be the chief reward to children and youth. Corporal punishment is decried but a system of natural punishments such as those advocated by Rousseau and Spencer, is encouraged. Fairy tales are not permitted because "they foster superstition and tend to obscure class conflicts."

There is provision in the program of education for the latest ideas such as the nursery schools, the kindergarten, and the hearths. There is also a program for aesthetic education and provision for children's collectives. The outstanding features of the program are those that mark the most progressive schools in the rest of the world. The school is looked upon as an instrument for developing a rounded and balanced personality instead of as a medium through which to cram children's heads full of information.

An interesting feature is the discussion concerning the differing abilities of the sexes. The conclusions reached by the author are that the two sexes differ no more from each other than do members of the same sex. The entire question of sex is interestingly discussed. The aim of the Soviet Union seems to be the real equality of the sexes—regardless of what opponents may say, of the internationalizing of women. "In Soviet Russia we are endeavoring to bring about a condition of genuine equality between the sexes, and we regard co-education as merely one expression of this equality."

As one reads he is impressed by the earnestness and sincerity of the leaders in this movement. What is being done in the Soviet Union might just as well be taking place in any other part of the civilized world. In fact, the very

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same things are being done but with an entirely different outlook. In the Soviet Union everything is expressed in terms of benefit to the labor state; in capitalistic society there is a different goal set.

The philosophy of John Dewey is carefully expounded. But, since Dewey attempts to fit his educational plans and theories into the prevailing capitalistic organization he fails to achieve the ultimate—he remains a representative of the bourgeoisie—he is not a true Socialist. Marxian principles of education and the policies advocated by the well-known and admired Krupskaja have as their goal the enlightenment of the masses, not for any philanthropic motives but because it is realized that knowledge is one of the most powerful of weapons and that to be victorious the masses must possess knowledge in abundance.

Anyone interested in Education, especially in Vocational and Adult education, will profit from reading the carefully prepared outlines of the Curriculum. When one realizes that 68% of the Soviet Union inhabitants were classed as illiterate in 1920 he must be eager to know how these almost inspired leaders of the masses are working out their tremendous problem of education. If the schools can never be free of politics as long as the state exists, it behooves those of us engaged in education to familiarize ourselves with politics and with the people who represent the state. The reader of this excellent book will ask himself many more questions, too, as he learns of what is being done in so-called "backward Russia."

M. L. G.

RED STAR IN SAMARKAND

(Federated Press)

Down into the reaches of central Asia, where a girl had been brought back to her town chopped to pieces because she preached the unveiling of women in a neighboring village, went the far-traveling Federated Press correspondent Anise (Anna Louise Strong). Readers of Labor's News remember the amazing stories she unearthed. Now appears her book.*

It is the most stirring and worthwhile travel story written in years. In its vivid pages you do not merely pass through a museum of native customs, picturesque, barbarous, revolting or en-

dearing. You see the cradle of civilization creaking and straining, almost breaking at times, in the throes of rebirth. Immortal parasites like landlords and clergy are retreating before peasants and city workers intent on a new deal along the lines of Asiatic modifications of the Soviet system. You see the tomb of Tamerlane, ancient war lord, and you witness in a construction workers' club the still bleeding American tragedy of Sacco and Vanzetti enacted on the stage. Camels carry cement for the irrigation dams while the airplane bears engineers from Moscow.

Into the villages that had never owned the rudest sort of clock the flashkent radio now flashes the exact time of day. Farmers still plow with crooked sticks while a hundred miles away the most perfect cotton research institute in the world blends hardier and richer varieties of cotton, devises war on plant pests and adapts the most modern cotton machinery invented anywhere on earth. Uzbek babies smother to death in the torrid summer under heavy quilts that muffle their cries and stifle their stench. Nearby a growing line of mothers take their infants to the baby clinic.

In her keen discussion of underlying issues Anise sketches the "impassable gulf between the social system of the Soviet Union and the rest of the world." It is plain terms, the class war; producers and useful workers of all sorts against the parasites and profiteers of all sorts. "It is perhaps clearer here," she writes in Central Asia, "and more ruthlessly determined. It is war between the old village gentry and their allies the mullahs (preachers) on the one side, and the landless ones, the modernists, the unveilers of women, on the other."

Discussing whether Bolshevik policy in Asia is any different from British imperialism in India or that of the United States in Latin America, Anise writes:

"The attempt to rule a country not by the old easy method of accepting its customs and dealing with its princes, but by the venturesome tactics of invading its farthest villages with organization and propaganda, exalting the low and bringing down the high, cannot be accounted the most peaceful path to power. It disposes once for all of the claim sometimes made that the Bolshevik policy in Asia is the same as that of the czar, a mere extension of Russian imperialism. The Bol-

sheviks are committed to social revolution; because of it they have forfeited one Asiatic alliance after another; because of it they have chosen the difficult and stormy path of upheaval, even within their own boundaries."

The Federated Press unhesitatingly recommends this book by its star foreign correspondent. A holiday offer at a great reduction in price is made in this issue of *Labor's News*.—*Carl Haessler*.

*Red Star in Samarkand, by Anna Louise Strong; Coward-McCann, New York, 1929, \$3.50.

ANTI-RED NOVEL (Federated Press)

"Sinister Shadows," a cross between a penny-dreadful and a report to William J. Burns by one of his illiterate operatives, is the spooky title of the latest contribution of the Tower Press of Chicago to red-baiting literature. It comes off the press at a time when numerous detective agencies throughout the country are preparing for a new red scare to pump the shekels out of terrorized Babbitts. The Tower Press, Chicago, is the publishing house for the Citizens' Committee for Military Training, the Navy League and the American Legion.

The sponsor of the present book, written by Edwin Marshall Hadley, is Advertising Post No. 38 of the American Legion. It has had excellent reviews by the National Defense Magazine, the director of Armour Institute, sundry officers of the American Legion, the Daughters of the American Revolution and numerous trade journals, notably the *Manufacturers' Record*, organ of the southern textile interests. A book issued at the same time by the National Patriots' League, "The Red Fog," is receiving similar notices.

"Sinister Shadows" is a novel. It's the story of an old grad who for the sake of an undergraduate son is reimbued with the old varsity spirit and sets out to clean up a nest of bolshevik plotters gnawing at the roots of our educational system. With the help of the football team, he exposes the ring-leader, a Russian professor in the pay of Moscow. Leon Trotsky and Nicolai Bucharin were the initiators of the movement, the ramifications of which extend to almost every school in the country.

Woven into the badly written story are excerpts from the Lusk Committee 1920 report and

the "Reds in America" by R. M. Whitney, published in 1924. To this old stuff is added some new material to show that almost every professor in the country who has shown anything but the most dyed-in-the-wool conservatism is in the pay of Stalin. This includes the numerous professors who sent greetings to the dinner founding the League for Industrial Democracy in 1921 and all the teachers on the committee of the American Civil Liberties Union. John Dewey, John R. Commons, Harry Elmer Barnes, Chas. A. Beard, in fact almost every important educator in the country, are touched on at some time or another in the course of the thrilling narrative, and accused of treason. Jane Addams and Zona Gale are female shadows.

Particular exception is taken to the appearance of Carl Haessler, former instructor at the University of Illinois and managing editor of Federated Press, before a class at the University of Chicago. "Why, thought Conover, should an ex-inmate of a penitentiary, advocating such doctrines, be allowed to speak before a group of university students on a university campus?" The hero is speaking. Haessler, who was an objector during the war, spoke on Dissenting Youth in Wartime.

"The facts it contains about the working of radicalism in the United States will stir every patriotic American's blood to the boiling point. It illustrates the cunning of the radical and his attempt to poison the minds of the youth of the land," said the editor of *Manufacturers' Record*, who demanded the hanging of the Gastonia and Marion textile strikers in every issue.—*T. P. Lewis*.

THE CHRISTOPHER ROBIN READER By A. A. Milne

A. A. Milne, himself, has selected stories and poems for it from his other books, *When We Were Very Young*, *Winnie-The-Pooh*, *Now We Are Six* and *The House At Pooh Corner*. The selections he has chosen are those which, according to syllabuses prepared by various Boards of Education for the teaching of literature in elementary grades, are considered best for class use.

Mr. Milne introduces this school reader to his young friends with a most charming account of how the books came to be written for Christopher Robin, of what the stories are about, and

of the qualities which distinguish good poetry from the other kind. This Introduction is Mr. Milne, himself, talking to a room full of school children as he talks to Christopher Robin. Christopher Robin is not a fictitious character but Mr. Milne's own son and in writing the stories of Pooh Bear, Piglet, Tigger and the other delightful characters of field, wood and jungle, and also in writing the dancing, lilting, musical rhythm of his verse, Mr. Milne has been very definitely before the most critical audience, the child himself.

Ernest H. Shepard's enchanting drawings illustrate the text. In every way the same delightful details of book making that distinguish the regular editions so highly treasured by collectors are evident in *The Christopher Robin Reader* except that the type is large and clear for the eyes of little people to read, the paper is better adapted to a textbook, and the binding is practical and strong. The price of the reader has been fixed at \$1.25.

This is a book that school supervisors, instructors in normal and teacher training schools, and county and local superintendents will wish to place before their elementary teachers and student-teachers. It is a book that may be used as a class reader in the second, third or fourth grade according to the mental capacity of the children and the teacher's ideas of the progress that should be made. It is a book that may be used with most fortunate results in classes of ungraded or backward children as the stories are so fascinating that the child will master the difficulties of reading for the pleasure of getting on with the text.

SINCLAIR LEWIS PREPARING A LABOR NOVEL

Katonah, N. Y.—(FP)—“Brookwood Labor College is the only self-respecting, keen, alive educational institution I have ever known,” declared Sinclair Lewis, America's leading novelist, in a talk to Brookwood students on “How America Looks to Me.”

The author of “Arrowsmith,” a novel going to the heart of the medical situation in this country, was spending several days at the college, *gathering material for his next work which is to be a labor novel.*

Urging Brookwood students to apply their tal-

ents and training to the advancement of the labor movement when they graduate, Lewis said: “*The United States is coming to the point where the workers must organize or America will fall before the other nations as they strengthen themselves by socialization. You people in Brookwood are helping to do the most important work to be done today, the conversion of capitalist into socialist society.*”

CAMPAIGN AGAINST BOSTON CENSORSHIP ORGANIZED

The fight against censorship in Boston begun by the Massachusetts Civil Liberties Committee in conjunction with the American Civil Liberties Union, has just been organized, with an executive committee, an office and a secretary, Harold Rotzell, formerly active in civil liberties work in Boston.

“Censorship in Boston,” by Zechariah Chafee, Jr., of the Harvard Law School, is ready for distribution as a basis of arousing wider interest in the issues. It tells the story of Boston's censorship and points out the remedies.

The committee will tackle all four forms of censorship that have marked Boston for the last ten years—the suppression of books and of plays, and of meetings on Boston Common and in licensed halls.

BERNARD SHAW NOW SEES MUSSOLINI AS MENACE

EAST AURORA, N. Y.—(FP)—George Bernard Shaw, who last year aroused bitter criticism of himself from Socialists throughout the world by praising Mussolini when Shaw was in an Italian winter resort—now sees the dictator as a menace to Italy.

Writing for Judge Henry Neil's Centenarian Club Magazine, Shaw says of Mussolini's huge borrowings from American bankers:

“Mussolini is placing his people of the next generations in bondage from which they will never be able to free themselves except by a taxation of big incomes so drastic that he could impose it only by using the full weight of the anti-Fascist proletariat against the capitalists. The alternative is revolution and repudiation, with war possibly to follow.

“It was a serious step; for if you borrow at home you can pay the interest with one hand and take it back as income tax with the other; but you cannot tax the foreigner, and if you do not pay he will distrust if he is strong enough, with the support of the other creditor nations and the countenance of the League of Nations. What will be the end of it?”

PUBLIC SCHOOL COSTS UP

Washington—Expenditure for public schools have almost doubled since 1920 and the cost of maintaining a pupil is more than two and one-half times as great as it was fifteen years ago, according to the United States Bureau of Education.

Now tell us how and why.

"WOMEN WORK FOR PIN MONEY" IS DECLARED "HOARY UNTRUTH"

The theory that women work for "pin money" is challenged by Miss Mary Anderson, director United States Women's Bureau, in a public statement.

The great bulk of women wage earners, says Miss Anderson, are working to raise money for the bare essentials of life or to raise the standards of living of their families.

"The theory that women work just for feminine fripperies would be ridiculous except for the mischief it has wrought in the past in keeping women's wages low and the possibility of it as a continued menace to the wage-earning opportunities and progress of women until every vestige of it is dissipated," says Miss Anderson, who refers to "cold, hard facts and statistics based on investigations" made by her bureau.

"Those who still cling to this theory will have to change the definition of 'pin money' when they face actual facts. A woman's so-called 'pin money' is often the family coupling pin, the only means of holding the family together and of making ends meet. Very few women, if any, work just for money for trinkets and trifles or for a few extra dollars to fritter away on amusements and luxuries. The great bulk of women wage earners are working in factories, mills, stores, offices, restaurants, laundries and other places to earn money for the bare essentials of life or to raise the standards of living for their families and give their children a better education and a greater opportunity to advance in life.

"Over 8,500,000 women are working at paid jobs in the United States, according to the 1920 census. Among this number are about 2,000,000 married women, although the 1930 census will doubtless show an increased number.

"The married women are at present probably the ones most pricked and in most instances seriously injured by the pin-money theory. The prejudice against the married woman worker has been voiced on so many sides and a misunderstanding of the reasons for her gainful employment is sufficiently prevalent to call for special discussion of her problems."

JOURNALISM JUST ANOTHER BIG BUSINESS

New York—(FP)—"Nowhere," asserted Silas Bent, journalist, at the Federated Press tenth anniversary dinner, "are the sinister aspects of commercialization and the factory system more acutely manifest than in our daily press. Newspaper publishing is Big Business, and enjoys a community of interests with all other capitalistic enterprise. Last year it had a turnover of \$1,500,000,000, and derived three-fourths of its revenue from advertisers.

"It is preposterous to suppose that any business can ignore the interests and ambitions of a class which contributes three-fourths of its income. Our

daily journals of general circulation are so edited as to inculcate in their readers a frame of mind which will make them the readier victims of advertising exploitation.

"Although newspapers keep as secret as they can the figures of their balance sheets, it is possible to determine their character as big business by citing the sales figures for a few of the properties. The New York Times is capitalized at \$26,000,000. The Kansas City Star was put on the market at \$11,000,000, the Chicago Daily News at \$13,000,000, the Philadelphia North American at \$1,700,000, the New York Herald and its Paris edition at \$4,000,000.

"And the Daily News asks for advertising accounts on the ground that it has 'an unmatched record of support of the market, good will building and general merchandising effectiveness.' This sort of blurb, as printed in trade journals, comes as a common thing from metropolitan dailies. They candidly offer to sell their readers to the merchants and the manufacturer.

"In 937 cities and towns of the United States there is but one daily newspaper. What prospect is there in such places that an independent voice or an unpopular viewpoint may reach the public? Whether an opinion be expressed from the platform or in a letter to the editor, it is subject to the vagaries, the whims and the pre-occupations of a commercialized and capitalistic ownership.

"The real raw material of the press is the human kind. Public opinion must be based, so far as the run of our newspapers is concerned, on facts selected, colored and presented from the capitalistic viewpoint. The manufacture of opinion is thus in the hands of a commercial enterprise operated solely for profit, with no apparent thought of the public good or social improvement.

"The commercial newspaper publisher lives by bread alone. He has sold his birthright for a mess of advertising. The only hope of blunting the edge of his activities is through such an organization as the Federated Press, which distributes news selected and presented from a standpoint not twisted by capitalistic interests."

WORLD ILLITERACY

World illiteracy, the United States Bureau of Education concludes after much study of the situation, is on the decrease.

The trend of most of the major social and political movements in the last half or quarter of a century has been in directions that stimulate and require greater literacy.

Japan in 1922, for example, celebrated the semi-centenary of the issuance of the code of popular education in 1872. This was a celebration of 60,000,000 of people over the development of a complete school system that now enrolls 99 per cent of all children of school age, as against 31 per cent that were attending school at the beginning of the half century.

In 1872 the conception of popular education began to take hold in Siam, but grew very slowly until 1923, when the primary education law went into effect. Since then progress has been rapid in this nation of 9,000,000 inhabitants.

The theory that education should be limited to the governing and privileged classes was reversed about 1900 for 10,000,000 of the people in the Philippines and Porto Rico, and in 20 years the illiteracy rates were reduced by 30 per cent or more.

The three great empires, China, Russia, and Turkey, with 590,000,000 of people, adopted democratic forms of government, and with them the corollary of free public education. The mass-education movement in China, involving as it does the abolition of the classical language and the adoption of Pei-hua for literary purposes, is the most comprehensive plan of deliberately changing a written language and reducing illiteracy ever undertaken. If it succeeds to the point of making 300,000,000 of Chinese literate, world illiteracy will have been reduced by something more than one-third.

The readjustment of national boundaries in Europe and Asia subsequent to the World War and the establishment of new national units resulted in smaller political divisions more nearly coincident with ethnic groups and more homogeneous in population. At the same time it gave an added dignity to languages that had heretofore been little recognized. Undoubtedly this has had, and will continue to have, a strong influence in reducing illiteracy. Some of the smaller ethnic groups of Europe such as Denmark, Norway and Sweden that have for many years maintained their own national governments are almost free from illiteracy.

With the exception of Abyssinia, Egypt and Liberia, Africa is almost wholly under European control. The European population is increasing in numbers; and literacy, through missionary, governmental and private effort, is growing with it.

The percentage of illiteracy in the continental United States of America has been lowered 14 per cent in 50 years, that is from 20 per cent in 1870, to 6 per cent in 1920.

"If the press and the school can be brought to realize their joint responsibility in giving wide currency to these new ideas, idealisms, and spiritual values upon which our future depends we shall have both a better education and a better journalism, and that will be an achievement far bigger than the mere increase in space devoted to school news."

Glenn Frank.

"Busy day and night exploring the world which is non-human, solely for gains which are non-spiritual, man's sense of the human reality shrinks into utter insignificance."

—RABINDRANATH TAGORE.

A TIMELY PROGRAM FOR HIGH SCHOOL COMMENCEMENT

Current interest in the signing by 53 nations of the General Pact for the Renunciation of War (Kellogg Treaty), the international acceptance of the Root formula for the entrance of the United States into the World Court, and the ratification by the Senate of the Pan-American Treaty of Conciliation makes the subject of peace the appropriate key-note of a High School Commencement Program. A list of Peace material suitable for graduation exercises has been prepared by the Education Committee of the Pennsylvania Branch of the Women's International League for Peace and Freedom.

The source material includes music, Scripture reading, poems, and subjects for essays and speeches. It has been selected by practical classroom teachers and principals. The list is now ready for distribution and can be obtained, without charge, by application to the Women's International League, 1924 Chestnut Street, Philadelphia, Pa.

WARNS AGAINST MILITARIZING SCHOOLS

Dangers inherent in military training in colleges and schools, were pointed out by John Nevin Sayre in an address at the fourth national Conference on the Cause and Cure of War. He saw in it the attempted censorship of peace discussion, the compelling of students to take military drill and an attempt to identify patriotism with the men, machines and uniforms of war. In time of war these three evils, he said, grow into conscription, general censorship and propaganda, or preparedness, mind-set and mob emotion employed to establish military rule.

Twenty-seven books have been added to the Selected List of Books for Parents and Teachers compiled by the Child Study Association of America, and issued in pamphlet form.

This supplement may be had for \$.05. It is an annotated list containing books on Adolescence; Biology and Anthropology; Heredity and Eugenics; Child Study, Education; Exceptional and Unadjusted Children; Physiology; Psychology and Sociology; Survey; Religion and Ethics.

Mr. Ramsay Macdonald, who has become Premier of Great Britain for the second time, was for a short period in his youth a schoolmaster. He was a "lad 'o pairts," picked out by the local "dominie" in Lossiemouth, a town on the Moray Firth.

Miss Margaret Bondfield, the first woman Minister of the Crown, and first woman to become a Privy Councillor, was also at one time a teacher.

Local News

ATLANTA LOCAL 89

The Citizenship Committee of Local 89 functioned effectively in the recent city-wide election on December 4 in Atlanta. As a result of the work of a sub-committee on registration and voting and the cooperation of the citizenship representative in each school, more than 85 per cent of the public school teachers were registered. This percentage is reported to be higher than that in any other election. Before the day of election, information as to the relative fitness of candidates was sent to all teachers by a Questionnaire Committee who compiled the information gathered from answers sent to each candidate. On the day of election, the Office Secretary of the Association telephoned all the schools and urged again that all teachers vote. From the results of the election we have reason to believe that a large percentage of our teachers voted.

The December number of "The Atlanta Teacher" stresses the relationship between ethics and education. Besides a very beautiful Christmas poem, the front page holds two leading articles on the above subject. A new page, called School Notes, which contains news about school faculties and their works, has stimulated a great deal of interest among readers.

A satisfactory adjustment was made of the Atlanta public school teachers' salaries: half of salaries has been paid before the Christmas holidays, and half promised to be paid after the holidays.

Local 89 wishes all a happy and prosperous New Year!

—M. L. SMITH, *Office Secretary.*

PORTLAND LOCAL 111

The Portland Union is conducting a membership campaign which has begun promisingly. At the last meeting six new members were voted into the union. More will follow. There is a keener interest in the union on the part of non-union teachers than there has been for years. Part of this interest seems to be due to the activities of the book club.

At the December meeting the union voted to ask the members to pay by voluntary subscription

the ten cents per month for the organization fund. About forty dollars was pledged at the meeting.

Best wishes for the success of A. F. of T. in the coming year.
MAY DARLING.

COMMONWEALTH COLLEGE LOCAL 194

Commonwealth Local 194 of the American Federation of Teachers was represented at the Arkansas Federation of Labor Convention at Paris, Arkansas, December 2-4 by Dr. Zeuch, as delegate, and Raymond Koch, as alternate. Dr. Zeuch was appointed a member of a special committee on organizing the South.

RESOLUTION

WHEREAS, Dr. Jacob Nieto has served as Rabbi of the Congregation Sherith Israel for 37 years as its Rabbi and Spiritual Leader, and

WHEREAS, The Congregation in recognition of Dr. Nieto's faithful service the members have by unanimous vote elected Dr. Nieto Rabbi Emeritus, and

WHEREAS, Dr. Nieto always served the cause of Public School Education and fought for the benefit of the teachers, be it therefore

RESOLVED, That the San Francisco Federation of Teachers Local No. 61, at its meeting held this 2nd day of December, 1929, extend our best wishes to Dr. Jacob Nieto on this occasion of his election as Rabbi Emeritus, and be it further

RESOLVED, That copies of this resolution be sent to Dr. Nieto, to the President of Congregation Sherith Israel, and to the Press as an expression of our approval of the noble act of the members of Congregation Sherith Israel and in the hope that Dr. Nieto continues his Humane services so nobly started in this city 37 years ago.

MANUEL J. JACOBS,
PAUL J. MOHR.

WANT NO FREEDOM IN FANEUIL HALL

Boston—(FP)—"Faneuil Hall was a place for the expression of unpopular ideas. Now it is denied for causes which most need it."

So declared Prof. Zechariah Chaffee, Jr. of Harvard Law School, discussing censorship at Old South Meeting House Forum. He denounced arbitrary police control of Boston Common meetings.

Buy Union Stamped Shoes

We ask all members of organized labor to purchase shoes bearing our Union Stamp on the sole, inner-sole or lining of the shoe. We ask you not to buy any shoes unless you actually see this Union Stamp.



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

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

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.