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DEMOCRACY IN EDUCATION

EDUCATION FOR DEMOCRACY

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MAY, 1930

VOL. XIV. No. 9

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CONTENTS

	Page
Educational Conferences	1
Nellie M. Seeds.	
Are High Schools Sufficiently Democratic?	4
O. Myking Mehus.	
The Psychological Liberation of the Teacher	5
Dr. George H. Green.	
Editorials	6
The Right to Organize.....	10
Louis A. Sogey.	
Tenure of Office in Relation to Academic Freedom and Educational Efficiency....	11
W. J. Scott.	
A Tribute—C. K. Baarman.....	12
Questions and Answers.....	13
General News	16
Recent Teachers' Pension Legislation.....	17
Workers' Education in St. Paul.....	20
Why I Am a Member of the Teachers' Union	21
Books	23
Local News	28
A. F. T. Panama Cruise.....	32
Convention Program	Cover

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The American Teacher

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Volume XIV, No. 9

MAY, 1930

Two Dollars a Year

Educational Conferences—Washington and Elsinore

By Nellie M. Seeds, Director, Manumit School, Washington, D. C.

The tenth annual conference of the Progressive Education Association was held in Washington, D. C., on April 3, 4, and 5, 1930. To the vast number of teachers at present unemployed, it may be no small consolation to know that the outstanding question raised was, "Where and how are we going to find Progressive teachers? What qualifications should they have? What institutions are offering courses that adequately prepare teachers for open-minded, free, creative work?" Normal schools, teachers colleges, and education departments of existing institutions were discussed and considered *ad seriatim*, and most of them found wanting.

Habit Breaking and Habit Making

Perhaps Edouard C. Lindeman of the New York School for Social Work struck the high note of the Conferences when he pleaded for a new and higher culture. Defining culture as that which releases the mind and refines the emotions, Mr. Lindeman stressed the importance of developing mechanisms for habit breaking as well as habit making. He urged that we utilize all forms of reflection and reflective thinking, even the day dream having its value. "We must help evolve a world in which creative choices really count," he added. "We must utilize collective experience for education, and learn how to use leisure to advantage." His comparison of the whole set-up of progressive education to Alice in Wonderland's famous game of croquet gave a graphic picture of its state of flux; even at this, its tenth conference, like Alice, we are playing a game of croquet with the ball rolling, the ground shaking, the mallets balky and the wickets refusing to stay put. But even so, our job remains to shoot straight and see that the ball goes through the wicket. In addition to Mr. Lindeman's address on "Creative Thinking" at the Thursday evening

session, Mr. Stanwood Cobb, of the Chevy Chase Country School, acted as chairman, Dr. Frank W. Ballou, superintendent of schools of Washington, D. C., gave the address of welcome, and Mr. Robert S. Lynd, co-author of *Middletown*, spoke on "What is needed in American Education."

Discussion Groups

The Conference was divided, during two of its sessions, on Thursday and Friday afternoon, into a dozen or more discussion groups. The Function of Drill; The Education of the Progressive Teacher; College Entrance and the Secondary School; In how far shall the curriculum be based on Children's Interests, and in how far on Teachers' Judgment; Parents and the School; the Junior College; Democracy in Education; Educational Procedure in Camp Life, were some of the more important topics discussed in the group meetings.

An international luncheon was arranged for Friday noon at which Mr. Burton Fowler, the newly elected president of the Progressive Education Association, spoke of the importance of our affiliation with the International Association, and Mrs. Beatrice Ensor, international president of the New Education Fellowship of England, Germany, and the World—as she herself put it—spoke along the line of the importance of an international attitude.

Schools and Exhibits

On Thursday and Friday mornings, opportunity was given the delegates to visit schools in the vicinity, to examine the very interesting collection of teaching material exhibited in the Willard Hotel, and to visit various local points of beauty or interest, including the famed Japanese cherry trees which blossomed accommodatingly in our honor.

At the annual banquet held at the Willard Hotel on Friday evening, Mr. Burton Fowler presided. Mr. George A. Coe, formerly of Columbia University, spoke on "Character as End and as Process." Dr. Hamilton Holt, President of Rollins College talked of "The New Type College," while Dr. Ray Lyman Wilbur, Secretary of the Interior, discussed "The Educational Mill."

The Saturday morning session offered a final summary by the discussion leaders of the group conferences, followed by an address by Dr. Lucy Wilson on "New Education in Russia, Turkey, and Chile."

Interesting and informative as were the various talks and discussions, the greatest value of the Conference to individuals in attendance probably lay in the personal contacts with like-minded and similarly interested persons. Difficulties always increase in enormity when they stand alone. When we have opportunity to discuss them with others who, like ourselves are still at the parting of the ways between the old and the new education, we see new light and new vision, and gather strength and momentum to carry us on—to shoot straight, as Mr. Lindeman said, and see that our ball goes through the wicket.

Elsinore, Denmark

The New Education Fellowship Conference at Elsinore, Denmark, from August 8 to 22 of last year was far different in character and aim from the recent Conference at Washington, D. C. Like the ones at Locarno and Heidelberg before it, its outstanding feature was its highly international character. Two thousand delegates from at least fifty different countries, with only four main languages to bind them together, English, French, German and Scandinavian, met and really interchanged ideas. The secret was a simple one: linguistic differences fade into insignificance where individuals meet on a plane of like mindedness, unity of aims and ideals, and the consciousness that truth lies ahead in vast unexplored areas, not behind in a crystallized philosophy or ideal.

"Individual Psychology"

Like Washington, the Conference was divided into a large number of courses and discussion groups; unlike Washington, they met not twice, but daily for two weeks, with permanent chair-

men, and a new speaker each day to analyze or to formulate a new phase of the subject under discussion. The "Individual Psychology" group led by Dr. Adolph Ferriere of Switzerland was perhaps one of the most popular. "The revolution which the new education involves," said Dr. Ferriere, "requires the fulfillment of two conditions, first the evolution of public opinion toward a new conception of the world and of life; and the evolution of science toward a deeper knowledge of the individual. . . . To understand types and recognize personalities; to find self-educative and collective methods rendering possible the education of individuals according to their own aptitudes—this is the task of the present generation; and it will contribute to the proper functioning of the social organism. Then shall we mould rich and cultured personalities who will put into practice the first of our principles; to aim at bringing about the dominion of the spirit."

"The Philosophy of the New Education" group tried not only to analyze, but to synthesize the interpretations of the new education movement with which we are familiar. Dr. Ovide Decroly of Brussels began with "La Fonction de Globalisation comme Intermediare entre l'instinct et l'intelligence." Mr. Wicksteed of England followed with "The Great Illusion," and Dr. Naesgaard of Denmark with "The Responsibility of the New Education." Dr. William Boyd's synthesis of "The World View Behind the New Education" was followed by Dr. E. Weniger's interpretation of the "Neue Erziehung und Philosophische Bewegung in Deutschland." Dr. Raup of Teachers College tried to explain what it means for a teacher to have a philosophy of education, while Dr. T. Percy Nunn of England analyzed "Currents in Educational Philosophy." Herr Vladimir Arbujutin of Riga in his attempt to explain the relation of the new education to "La Nouvelle Epoque Cosmique" was the only speaker of the group who had real language difficulties because of the fact that his address as delivered was a French translation, which he himself barely understood, of his original Russian paper.

Varied Topics

Other groups took up the discussion of Mental Tests, The Problem Child, Mass Education, New Schools in Action, Creative Expression through Art, Music, Teacher Training, the Child and Re-

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ligion and Sex Education. A special course was offered by Dr. Harold Rugg on the "Reconstruction of the Curriculum." The Montessori Method, the Decroly method, the Dalton Plan and the Winnetka Technique were explained in detail by their originators. Burton Fowler gave a course on "Education for Purposeful Activity," and Dr. Pfister on "The Significance of the Unconscious in the Development of the Individual."

General lectures were given each morning in the world-famed Kronberg Castle, and each afternoon in eight or ten halls of the town which were placed at our disposal. Films were shown each afternoon of specific instances of educational achievement. Socially we met each evening for singing, dancing and intercourse of ideas.

Excursions

Two excursions were planned; one into Sweden where a demonstration of Swedish gymnastics and dancing was given on the sports ground of Halsingborg; one to Copenhagen, where a large Danish School was opened to us, as well as the various galleries, the Town Hall, and the Parks of the city. The hospitality of the Danes was outstanding in its unostentatious sincerity and real efficiency. The boy scouts who received and guided the many visitors day after day never once flagged in their courtesy and willingness.

The smoothness with which the machinery of the Conference moved was in itself a tribute not only to the hospitality of the Danes, but to the guiding spirit and mind of the Conference—Mrs. Beatrice Ensor. Synthesis must follow analysis, and Mrs. Ensor possesses the technique not only of gathering people together, but of creating an atmosphere where individual differences fade and merge in a large whole. The Conference did synthesize. Globalisation; ganzheit; integration: Little by little one realized that in spite of language difficulties we were all talking about the same thing. We were all working towards a New Education. We were all pioneers blazing a trail, in our endeavor to discover and formulate a truth which will free personalities to a better and larger life.

When Demartus was asked whether he held his tongue because he was a fool or for want of words, he replied: "A fool cannot hold his tongue."—Plutarch.

TEACHER TENURE

In answer to the objection that teacher tenure reduces teaching efficiency the Federation Bulletin of Sacramento Local 31 says:

In reply to the objection, that tenure reduces teaching efficiency, I must again point to Europe. The educational system of Germany has for years been noted as a highly effective school system, and the teacher personnel of Germany has been pointed to as of the highest rank. Teachers have life tenure in Germany. They have also age retirement on a pension. If tenure causes a reduction in teaching efficiency, certainly the German people should be the most poorly educated people in the world. I do not even need to suggest to my readers that such is not the case. Intelligent people know the educational standing of the German people.

Instead of reducing efficiency, a sound tenure law should in the long run, as in Germany, increase it; for, secure from dismissal on political or petty personal grounds, many more young people of outstanding genius and leadership would be attracted to the teaching craft. The result would be a great boon to the youth and to the progress of America.

N. Y. LEGISLATURE OF 1930 ENACTS MANY IMPORTANT LABOR LAWS

New York State Federation of Labor officials are jubilant over the enactment of a list of 17 labor bills by the state legislature and the defeat of all dangerous anti-labor measures.

Among these are an injunction relief bill, an old age pension law and a measure assuring union wages on a big railroad grade crossing elimination program.

There were passed three laws of special interest to teachers.

The Moffat law amends section 883 of the Education Law relative to salaries of school principals in New York City, by eliminating the graded salary provision and assuring the independence of these teachers.

The Rivers law amends the Greater New York Charter relative to allowances of vocational and vacation school teachers for retirement purposes by removing word "vocational."

The Twomey law amends the New York City Charter so as to give salary and retirement credit for trade teachers up to October 15, 1929, when the Langdon decision was made.

The passage of the Mastick amendments which at least assure the weekly half-holiday to women workers of the state under the law is encouraging.

Are High Schools Sufficiently Democratic?

By O. Myking Mehus, Department of Social Science, Northwest Missouri State Teachers College, Maryville, Missouri

We should like to be able to answer this question in the affirmative, but when we face the facts we are forced to give a negative answer. Democracy in our high schools must necessarily mean equality of educational opportunity. At the present time we do not have equal educational opportunity for all our children. In too many cases the mere accident of the geographical location of the child's place of birth determines whether or not he will be able to secure a high school education.

In the state of Missouri the State Teachers Association last year made a thorough study of the inequalities of the ability to support high schools in the different sections of our state. This study shows that in the 566 school districts in Missouri which maintain first class high schools the assessed valuation per pupil in average daily attendance varies from more than \$20,000 per pupil in average daily attendance to less than \$700. This study further shows that 283 districts have an assessed valuation of more than \$4,105 per student and 283 high school districts have less than this amount. If we take the 22 first class high school districts that show the largest wealth per student in average daily attendance, we find that by levying the constitutional maximum for teachers' wages and incidental expense these districts could raise from \$100 to \$206 for each pupil in average daily attendance. This amount decreases until we find that there are 61 first class high school districts which could raise with the maximum levy only from \$7 to \$20 for each pupil in average daily attendance.

The 88 second class high school districts show about the same variation. With the maximum levy eight of these districts would have less than \$20 per pupil in average daily attendance, while ten would have more than \$100 per pupil. A maximum levy would produce \$176 per student for the wealthiest district and only \$10.34 for the poorest district.

Practically the same conditions are found among the 216 districts maintaining third class high schools. The maximum levy would produce less than \$20 per pupil in 13 districts, while the

same levy would produce more than \$100 in eighteen districts. The poorest district could produce only \$9.35 per pupil, while the wealthiest district could produce \$258 with the same levy.

These differences in financial abilities lead naturally to differences in educational opportunities. One county with an assessed valuation of \$1,857 per inhabitant has sixty students enrolled in high school for each 1,000 persons living in the county, while another county with an assessed valuation of \$511 per inhabitant has only ten students enrolled in high school for each 1,000 persons living in the county. Does this mean democracy?

Today we are realizing as never before that education is no longer a local community affair, but that the education of the youth of the land is a state responsibility. Today we know that a child who has been brought up in a community too poor to give it adequate educational opportunities may leave that community later and become a liability or a menace to some other community. Therefore in order to safeguard every community of our country we must insist on equal educational opportunities.

In our state the slogan is: Tax the wealth where it is for the children where they are. And this is entirely just, for even though wealth is concentrated in our large cities it has to a great extent been produced in the rural sections of the state, while if the wealth is found in natural resources it most certainly should be tapped for the benefit of all the people of the state rather than for the few.

And so we find that in our state the State Teachers Association last year advocated that the legislature provide a state equalization fund of approximately \$3,000,000 which would provide an amount sufficient to produce \$60 per child in all first class high schools and \$50 per child in second and third class high schools when added to the amount produced by a 65 cents levy in each community.

The state of Missouri is well able to do this as we are not a poor state. We are eleventh in the value of farm crops, eleventh in value of

manufactured products, ninth in capital, surplus and profits of all banks, ninth in income taxes paid to Federal government, ninth in consumption of electricity, ninth in ordinary life insurance in force, ninth in postal savings deposit, ninth in assessed valuation of property, eighth in value of farm lands, seventh for expenditures for highways, seventh in number of telephones, seventh in industrial life insurance in force, and third in value of live stock products.

Unfortunately the inequalities found in Missouri can be duplicated in every state of the Union. When only one-half of the young people

of high school age are found in our high schools, we must realize that our high schools are not sufficiently democratic. Possibly this is partly due to the antiquated and obsolete college preparatory course yet to be found in so many of our high schools, but most certainly a large percentage of young people are not attending high school because of the lack of adequate educational opportunities.

We have wealth enough in our country to give every boy and girl a high school education. Our high schools cannot be said to be thoroughly democratic until that ideal is reached.

The Psychological Liberation of the Teacher

By Dr. George H. Green, University College of Wales, Aberystwyth

The new education posits a relation between teacher and pupil entirely different from that which has existed in the past. The old relation is clearly indicated in the titles which have been used to designate the teacher's office—pedagogue, dominie, master, governor, instructor, teacher, tutor. Each of these denotes a relation involving superiority and power on the one hand, inferiority and subordination on the other.

What is very significant about the teaching profession is that it has always included large numbers of devoted men and women, following it because they feel "called" to it; pursuing it in spite of its meagre rewards, in spite of the fact that it received little social recognition, and held out no hope of advancement. Obviously, it would be worth while to discover the character of the inner satisfaction gained by the teacher through the exercise of his profession.

Some degree of insight may be gathered from the observation of children who play at being teachers in the early years of their lives. There can be little doubt that the fascination of playing teachers is derived from the assumption of the relation between the make-believe teacher and his pupils (real children, dolls, toys or imaginary children). A desire for power and superiority, the desire to be first, is clearly gratified by such play. Nevertheless, we cannot regard the explanation as covering all the facts, since we have further to discover why some men seek this satisfaction in a world of inanimate things, others in the world of ideas, others in a world of men, and yet others in a world of children.

The psychological liberation of the teacher means the freeing of the teacher from the dominance of these motives. Those who are governed by them will be compelled to oppose new education; or, appearing to adopt it, to transform it by divesting it of its essentials. Dr. Montessori spoke of her experience of the latter, and many teachers who believe that they have adopted the play way have modified it till it has lost all its play character. One of the important problems of the training of teachers for new schools is the problem of the psychological freeing of the teacher, so that he may be willing to assume the right attitude towards his pupils and leave them free to develop through their own spontaneous activity. This liberation he can achieve by means of the self-knowledge which the new psychology makes available for him.

(From TOWARDS A NEW EDUCATION, A Record and Synthesis of the Discussions on the New Psychology and the Curriculum at the Fifth World Conference of the New Education Fellowship, held at Elsinore, Denmark, in August, 1929.)

In all stages of education the influence of superstition is disastrous. A certain percentage of children have the habit of thinking; one of the aims of education is to cure them of this habit. Inconvenient questions are met with "hush, hush," or with punishment. Collective emotion is used to instil certain kinds of belief, more particularly nationalistic kinds. Capitalists, militarists, and ecclesiastics co-operate in education, because all depend for their power upon the prevalence of emotionalism and the rarity of critical judgment. With the aid of human nature, education succeeds in increasing and intensifying these propensities of the average man.—*Bertrand Russell.*

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Life is a leaf of paper white
Whereon each one of us may write
His word or two, then comes night.
Greatly begin; though thou have time
But for a line, be that sublime—
Not failure, but low aim is crime.

—James Russell Lowell.

Illiteracy, America's Problem

There are presumably in the United States 5,000,000 illiterates over ten years of age who cannot read or write English or any other language. During the World War, the Surgeon General of the American Army reported that one man out of every four examined was unable to read. In 1920 the Illiteracy of the United States as a whole was six per cent, illiteracy among the native whites of native parentage being three times as great as among the native white of foreign or mixed parentage. The Census Bureau reports that 10.7 per cent of those committed to prisons and reformatories are illiterate.

As champions of the cause of education and progress, this is vitally important to us. We are deeply concerned that when these alarming facts became public in 1920 that, except for the American Federation of Labor, no effort was made to publish the facts and remedy the situation. No remedial measures were proposed by the Federal government until 1930, six weeks before the new census. And then the suggestion is a six weeks course of twenty-four lessons to transform illiterates into literates and thereby *remove the stigma of illiteracy.*

Adults can learn as readily as the young and no more readily according to the research findings of expert psychologists. The reverse must also be true—the young can learn as readily as the adult. Then why our public schools in which we take six or more years to teach children an adequate vocabulary to grasp the meaning of the ordinary printed page!

We protest any such superficial attempts as tending to make more difficult the establishment of true literacy.

We are indeed concerned with our status in this regard. We feel a sense of shame that the United States should rank so far below France with three illiterates out of every hundred, England with one out of every hundred, Germany with one out of every five thousand, the Scandinavian countries practically with no illiteracy. But we are not concerned to remove our sense of shame at published facts but to enrich the lives of those robbed of their birthright, for whom we are responsible, that they may "have life and have it more abundantly."

We are concerned also with the future of our

country. As patriots this situation is of vital importance to us. There are probably 4,000,000 voters in the United States who are illiterate with an illiteracy that cannot be removed in six weeks. They hold the balance of power in the average election. This is a serious danger in a republic whose security and permanence rest upon the intelligence of the people. Whether our government, the greatest experiment in popular government in all history, shall stand or fall depends upon the education of its citizens.

As champions of social progress as well as education we are much troubled that the percentage of illiteracy among criminals is more than twice as great as it is among the population as a whole; that the curve on health defects follows the curve on illiteracy; that eighty per cent of the poverty in our large cities is caused by sickness which in turn is largely due to ignorance.

And the remedy? Education and yet more education. A frank recognition of the true condition. A careful scientific program of education. Increased revenues and federal aid.

Intelligent persistent effort by those interested and qualified in the field of adult education would undoubtedly eliminate illiteracy in this country *in five years.*

Fix Leaky Roof Before it Rains

Throughout the United States there are many communities struggling against an economy program involving the lessening of school costs and the abridging of the educational program, as in Chicago, Washington, Atlanta. There will be more localities attempting the same program. Their success or failure depends largely upon the intelligent awareness of the teachers and the strength of the organizations they have built up.

It is reasonably safe to predict that the Washington Teachers Union through its publicity and the civic interest it has aroused will see the \$126,000 put back in the District's Education Bill and the 78 kindergarten teachers who were removed restored to their positions. (See page 28.)

It is as safe to predict that the Chicago and Atlanta Unions with the public sentiment which they are in a position to arouse will be able to prevent the serious crippling of the schools. What they have done in the past they can do again. The 1929 Illinois legislature passed a bill (H. B.

633) increasing the revenues sufficiently to keep the Chicago Schools open in the fall. The credit for securing the passage of this bill has been given publicly more than once to the Chicago Teachers Unions. The Atlanta teachers a few years ago secured an increased appropriation of \$240,000 and kept the schools open.

These teaching groups recognize that these accomplishments have been possible not through their own strength but through the strength of their affiliation. Labor and the Teachers united and working hand in hand can do much.

Will other teachers in other communities realize their danger and take action to protect themselves?

Will they fix the leaky roof before it rains?

Consistency! Thy Name Is ———

The students of Lincoln Memorial University in Tennessee have struck. Troops have been called. Some students are in jail.

This student rebellion is a protest because of rigid rules over behavior and engagements, of quarrels and differences between the faculty and the administration, and primarily because of the poor scholastic ranking of the school and its failure to be accredited at larger institutions.

A certain well known newspaper which has always vigorously opposed the organization of teachers and their efforts to improve their condition and raise the standards of education, which protests vigorously any plans for increased educational expenditures and particularly thinks that the voice of the teacher should not be heard, comments editorially on this strike of Tennessee students as follows:

"Students that strike are signs of better times in education. When they are roused by the failures and the mediocrities of a system from which they hoped to benefit, the colleges in Tennessee and elsewhere will improve. For the colleges are, after all, the students' business, and when the students still remain too juvenile and too indifferent to take that business in their own hands to some degree our higher education will continue only in part successful."

We believe that this holds for teachers and that when teachers "are roused by the failures and mediocrities of a system," the schools will improve. And we insist that the schools are the teachers' business and that they and not the

business and financial interests should be attending to the business of education.

The editorial continues:

"That students should demand better education, however, rather than accept improvement all unwillingly, is, to say the least, unusual. A sincere strike on these grounds in Tennessee, if such it be, is a wholesome indication. The strike in Tennessee is a good sign of the times. With the initiative to demand a better education, the students, it may be, will get it."

We are happy to find ourselves in such complete accord where always heretofore we have been at complete variance. There is more than one hopeful sign in the offing.

Labor Problem Ignored By "Thinkers"

The labor problem is considered less important than motor traffic regulation, installment buying and aviation by members of the National Council of the National Economic League.

The purpose of the league is to create, through its national council, an "informed and disinterested leadership for public opinion." Officers include leading publicists, educators, lawyers and business men.

Court reform received 2,209 votes as the greatest problem that faces the United States. Prohibition was second with 2,068 votes. Lawlessness, which embraces disrespect for law, was third with 1,699 votes and crime fourth with 1,642.

Seventy-seven questions were voted on. The labor problem received fewer than 400 votes, and was considered of less importance than investment trusts and use of leisure time. Unemployment and its tragedies were classed with preserving the country's natural beauty.

If the distribution of wealth and the enjoyment of every right by wage workers that other groups possess can be classed as the labor problem, it should take first place.

No other question has such far-reaching consequences on the life of every man, woman and child.

The distribution of wealth and collective and individual liberty are of major import. All other issues are secondary.

That the labor problem is not given first consideration is because wage earners expect others to aid them in disturbing the status quo.

They ignore all human experience—that power

and privilege never voluntarily surrender these possessions.

Only by uniting can wage earners secure a proper distribution of wealth and be assured liberty of action.

Those who profit by the status quo will not discuss the labor problem. This will be supplanted by incidental questions and policies.

If workers would place the labor problem where it belongs they must do so by compelling new concepts and developing a new public opinion.

Is the Teacher a "Hired Man" or a "Factory Hand"?

Twenty men engaged in the investigation of education and in the instruction of candidates for teaching have been meeting together for a number of years for the purpose of discussing the results of educational research and current movements in American schools.

Recently the discussion has been concerned with the change that seems to be taking place in respect to the freedom and individuality of the classroom teacher. All but two of the men in this group are convinced that the teacher is steadily becoming more and more of a cog in a great impersonal machine. The professional memory of most of the men extends over a period of twenty-five years at least, and they think that they have observed a constantly increasing tendency for educational administrators to eliminate all personal contact with the teaching staff. They feel that regimentation is coming, in some places has already come to dominate educational administration so that the teacher does what he is told to do and is not asked to express his views concerning policies that should be followed in regard to materials of instruction or methods of teaching. The phrase commonly used by these men who deplore the disappearance of personal relationships in the administration of the schools is that the teacher is a "hired man" or a "factory hand." His functions are prescribed for him and he is told not to deviate from the course laid out for him or he will be professionally decapitated.

There are, however, those of us who cannot agree with the belief that education is becoming so mechanized that there is no leeway left for individuality in the classroom. When the schools of yesterday and today are compared, one is

struck with the increasing tolerance in the relations of administrative officers to classroom teachers. Teachers possess more individuality today than they did formerly. They are more capable, more original, more dynamic. They are less inclined to depend upon autocratic guidance; they are not so generally afflicted with inferiority complexes and there is less formalism in their training. For these reasons they cannot be so easily induced to follow mere routine even if school administrative officers desired to routinize them.

Most of the men engaged in the investigation grant that the typical modern teacher is more capable of playing an individual rôle in the classroom than was the typical teacher of a quarter of a century ago. Nevertheless, they maintain that administrative machinery has become or is fast becoming so gigantic and overpowering that the teacher is unable to preserve his independence and initiative, once he enters the system. The men who hold to this view quote such books as Martin's "The Meaning of a Liberal Education" in support of their pessimism. They compare the schools in Kansas City of an earlier day under Superintendent Greenwood and in St. Louis under Superintendent Soldan with the schools in most cities today and they maintain that there was more personal relationship and more "humanity" in the former than there is in the latter.

Are these men interpreting correctly what they observe in the schools? They see that the educational system in our cities is becoming huge and complex and they conclude that inevitably the system must become impersonal and mechanistic.

The NATION'S SCHOOLS has asked a number of men and women who are situated so that they can judge accurately what is happening in our schools to discuss the spreading view that the American school system is losing its soul and is substituting instead an iron régime. If any reader of these lines has convictions in regard to the matter, an unprejudiced expression of these convictions will be welcomed. We should like to publish the views of teachers as well as administrators in response to the charge that the classroom teacher has become or is fast becoming a "hired man" or a "factory hand."

—*The Nation's Schools.*

The above editorial from *The Nation's Schools* should interest our readers. It is hoped that they will accept the invitation to present their convictions on the subject.

Truth, Logic and Supt. Cole of Seattle

Mr. T. R. Cole, retiring superintendent of the Seattle Public Schools, is quoted as saying upon his return from the meeting of the N. E. A. Department of Superintendence at Atlantic City that there was no superintendent present in whose school system there is a local of the American Federation of Teachers.

If this were true, it would account for the utter absence of constructive educational program emanating from this meeting. The reason for this lack, however, must be sought elsewhere for Mr. Cole is again mistaken. There were present at this N. E. A. meeting a number of superintendents having locals of the A. F. of T. in their cities and, moreover, rejoicing that they have them. The superintendents of New York, Chicago, Washington, D. C., Buffalo, Atlanta, Memphis, St. Paul, Minneapolis, etc., etc., were in attendance. It may be that Mr. Cole also does not know that there are in the United States the cities mentioned and he therefore makes this misstatement. It corresponds with his usual type of thinking and an earlier statement that the financial plight of Chicago is due to A. F. of T. control of the city. The public utterances of Mr. Cole evidence a uniform degree of mental acumen. Moreover, according to his own admission, he has succumbed to a common human weakness, namely to chatter about the unimportant and insignificant. We are yielding to the same weakness and reciprocating in kind.

PORTRAIT OF A GREAT TEACHER

First, whatever the ideal teacher may be teaching, it will be for him a window through which he looks out upon the whole universe.

Second, the mere merchandising of information will never seem to the ideal teacher his main purpose; the kindling of the will, the enrichment of the emotions, the lighting up of the imagination, the making of students sensitive and eager will seem to him more important than all else.

Third, the ideal teacher will have a gay and gracious spirit, first, because he conceives teaching as a great and exhilarating enterprise and second, because he has trained himself so that he approaches his task with a sense of confidence and effectiveness.—*Glenn Frank, Wisconsin University.*

THE RIGHT TO ORGANIZE

By Louis A. Sogey, Secretary, Federated Trades Council, Green Bay, Wisconsin

The Press Gazette, Green Bay, Wisconsin, April 23, 1930, published the following news and comment.

The announcement that the Green Bay Vocational Board of Education has officially gone on record as not being opposed to the formation of a teachers union, and that membership in such an organization would not affect the attitude of the board toward any teacher, was described as the most remarkable piece of news that has come to the attention of organized labor in a long time, by Louis A. Sogey, secretary of the Federated Trades Council, in a paper presented at the regular meeting of that body last evening.

This action he declared is worthy of the highest commendation for the reason that it is extremely rare that employers or employing agents give voice to such broad-minded policies and because such action is significant and expressive of the American Idea of individual and collective freedom.

"A precedent has been established," he affirmed, "that other school boards throughout the country may be induced to follow and by so doing will leave teachers free to affiliate with the labor movement without the haunting fear that such connection may endanger the tenure of their positions.

Owe Much to Union Men

"Of all the groups of wage-earners the teachers should be the ones most interested in organized labor. The fathers and mothers among the working classes are their friends and have entrusted their children to the teachers' care. The majority of teachers themselves have come from parents who have struggled on the farm or in the factory in order that their offspring might have the benefit of an education.

"The history of free education itself is inseparably bound up with the American labor movement, although but scant credit is accorded this fact by the education overlords who virtually owe their own opportunities for an agreeable vocation and remunerative service to the untiring efforts of unionized groups of citizens.

"When the attempt was first made to establish free schools in the United States, the stock argument of the opposition, which came mostly from the well-to-do, was that it would be an injustice

to tax one class of citizens to pay for the education of another class. It was then that the Carpenters' Union of Philadelphia came to the aid of the proponents of the public school scheme and by arousing organized labor and its friends to the need of aggressive and concerted action it succeeded in bringing about the necessary legislation which conferred on the children of the working classes the priceless heritage of a free education.

Scholars Claims Unheeded

"There are those who do not seem to understand why a comparatively illiterate group of industrial toilers should be able thus to influence legislation when the claims of scholarly advocates of the public school system were left unheeded. The reason, as we of the labor movement know, is that numbers represent power, and that power—thanks to the freedom of the ballot—represents votes.

"The legislators are elected by the people. As a rule they are slow in adopting any new measure, no matter how meritorious it may appear to them, until they have received a pronounced expression from their constituents favoring the proposed law. So when they are importuned by a large group of citizens, like that represented by organized labor, they feel justified in complying with its recommendations. Briefly, legislators think in terms of votes—and that thought largely influences their legislative actions.

"The history of the vocational school movement follows the same line of procedure. When the proposition was made to adopt the plan of continuation schools for Wisconsin, many employers rushed to the state capital to voice their protests, for they thought that they saw in it a menace to their profits by curtailing their privilege of utilizing child labor.

Labor Well Represented

"But fortunately for the cause of vocational education, labor was quite well represented in the legislature at the time. The enacting bill was introduced and championed by a laborite. The organized crafts throughout the state brought their combined power to bear favorably on the measure, and since then the Wisconsin State Federation of Labor has blocked every attempt by its enemies to impair or weaken the law.

"With the high ideals of the teaching profession combined with the constructive activities of the American labor movement, society as a whole would be the gainer and such a merger of mutual interests would be a great stride forward in establishing economic integrity among the wage-workers of the nation."

TENURE OF OFFICE IN RELATION TO ACADEMIC FREEDOM AND EDUCATIONAL EFFICIENCY

By W. J. Scott, Vice President, American Federation of Teachers

The Unstablens of Teaching

One of the most common characteristics of the teaching profession is the unstablens of its personnel. This has been true of the profession since the beginning of the public school system. We have only to remember our own school days and recall the many personalities that we faced as pupils and teacher during our grammar and high school days to realize the high per cent of turn-over in the teaching profession.

In every community there are many conflicting influences, some of which are not widely known to the unpolitical world. These influences are representative of every human interest—economic, religious, political and social. The intensity of the conflicts varies with local conditions and interests and frequently reaches high peaks of emotional storm. In the midst of these conflicts the teacher often finds himself helpless, being tugged at by each contending influence.

The subject of academic freedom has not always been a vital one. Only in the latter part of the nineteenth century did it become common as an issue among college faculties and boards of control. It was not until the twentieth century that the issue became pronounced and open hostilities were evident. The development, in fact, of these hostilities seems to coincide suspiciously closely with the progress of scientific investigations into the nature of things—institutions included—and the spread of the new social philosophy.

Variation of Thought

Freedom in variation and selection is the principle that controls both the rate and quality of progress. Forbid variation of thought and social stagnation will result—witness, for example, the

people of the old world who for centuries have been under the absolute domination of a domineering, superstitious, fanatical religion. Those peoples that have allowed most freedom to the human mind are today in the vanguard of civilization.

Elements of Academic Freedom

There are three elements of academic freedom: (1) Freedom of inquiry and research. (2) Freedom of teaching within the university. (3) Freedom of extramural utterance and action. They justify their claims to the first two on the basis of their obligations to the youth; to the last on the basis of their rights as citizens of a democratic government.

A Teacher Problem

It is the teachers' own problem. Only the teachers can change the status of the teachers of America. No other professional group has the unlimited potential power and influence that the teachers have. They need organization under the leadership of teachers themselves.

—The Atlanta Teacher.

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A TRIBUTE

"If you would see my monument, look about you."

For 21 years, C. K. Baarman has been building for himself a monument in Grand Forks. The edifice is a processional of the youth of the city who have been stamped by his personality through contact and by his association in the classroom.

As a teacher, Mr. Baarman was zealous and earnest. His austerity did not antagonize; it was the austerity of one who was recognized as superior, and to many who are in this processional he was an ideal.

As a fellow-teacher Mr. Baarman was a friend and brother. Both of our teacher organizations owe much of their strength and success to his efforts. One of the founders of both the High School Faculty Club and Local 205 of the American Federation of Teachers, he served each in turn as president. The welfare of both organizations lay near and dear to his heart.

The most fitting monument we could erect to his memory is to make of ourselves the kind of men and women he would have us to be, and we may rest assured he will be gratified by our memorial. He could then point with pride to us, the youth he has helped to mold, the teachers with whom he has worked.

"If you would see my monument, look about you."

Grand Forks Teachers' Federation,
Local No. 205.

Committee:

J. GRACE GREENWOOD,
VIONA C. HANSEN,
HAZEL McMASTER.

Give us a man, young or old, high or low, on whom we know we can thoroughly depend—who will stand firm when others fail—the friend faithful and true, the adviser honest and fearless, the adversary just and chivalrous; in such a one there is a fragment of the Rock of Ages—a sign that there has been a prophet among us.—Dean Stanley.

A great deal of the joy of life consists in doing perfectly, or to the best of one's ability, everything which he attempts to do.—William Matthews.

BROADER ASPECTS OF UNIONISM

It has often been said that the new union member's first thought very often is, "When do we strike?" That is true and indeed, very often the need of an organization with which to strike in protest is what leads to organization, as in Elizabethton and Marion. Terrible conditions, low wages, brutality of many kinds, are things that beget quick protest, once the mind is made up.

The trade union is an agency of protest. It is an agency for united action. It is an agency through which men and women may say: "We will not give service under conditions that are not agreeable to us."

* * *

But the union is also something more than that. Starting, as is often the case, as a means of making effective protest, the union quickly becomes something more than that, something larger than that, something perhaps even more important than that.

The union becomes an agency through which the workers may express themselves constructively, helpfully, in the day-to-day operation of industry. It leads toward democratic practices, toward having a "say" as the days go by.

In time it becomes more than that. *It becomes an agency through which the workers actually may help the whole industry in which they are engaged*, as for example they are doing on the Baltimore and Ohio Railroad, where cooperation goes on as a routine matter, for the good of all.

* * *

Trade unionism naturally means discipline and study. It means working together, in harmony. The new union member soon comes to feel that he has a new dignity, a new importance, a new sense of fitting properly into the scheme of things. He has found out how to function in modern industry. Through his representatives he can sit down in counsel to help adjust things that are wrong. In time of need he can fold his arms in idleness, knowing that every other man is doing likewise, united with his fellows in asserting the right to stop work when work conditions are not right.

Above all, trade unionism does not mean hot-headed plunging into mad adventures. It means responsibility and it means acting responsibly. There should be no word more sacredly kept than

the word of a union and generally that is the case. Truly, the trade unionist marches toward a new and better day.

* * *

But this is worth remembering: A lot of sheep together make a flock, but a lot of men together do not necessarily make a union in the best sense of the word.

A union must be something more than just an aggregation of people. It means discipline, study, responsibility, knowledge, steady-headed decisions and the willingness to sacrifice as well as to reap rewards.

SCHOOL TEACHERS BEING BARRED AFTER PASSING 35-YEAR MARK

The Bureau of Educational Service which is the employment division of the New York Teachers' College, last week warned all educational workers who are nearing the age of 40 not to resign without the assurance of other jobs.

Persons 35 or older are warned to do graduate work on leaves of absence. If they resign to do this, with the hope of bettering their positions, "they may have trouble in getting any position, let alone a better one."

"Many boards of education and educational institutions, and many business houses," says the warning, "have rules, written or unwritten, that persons in the neighborhood of 40 or beyond will not be added to the payroll."

"The bureau holds that this discrimination is unfair, and deprives both educational and business institutions of experience and wisdom which youth, by reason of being youth, seldom possesses."

At the same time the bureau warns applicants approaching middle age of the difficulties of finding new positions.

The facts cited by the bureau are believed to set a new standard in age discrimination. Heretofore the "dead line" has been placed at about 45 by hard-boiled private employers, but boards of education are apparently going even farther in the wrong direction.—*Labor.*

QUESTIONS AND ANSWERS

17. In What Way Will a Teachers' Organization Be Strengthened by Labor Affiliation?

The teachers union will have the backing of the millions of organized labor. A great group of organized citizenry will make the teachers' cause its own, and can and will in the future as in the past promote the interests of the teachers and of the schools. Millions can do more than thousands in promoting a program.

18. Does Organized Labor Favor Having Representatives of Labor on Boards of Education?

Yes. In declaring that representatives of labor should regard it as part of their public duty to serve on local school boards or on the boards of trustees of educational institutions supported by public funds, the 1923 convention said: "These institutions were created to serve all the people and membership on such boards would insure the fulfillment of this original intention. Furthermore, such action is in entire and complete accord with the long and continuous interest of American labor in the cause of free public education."

19. What Are the Objects of the American Federation of Teachers as Stated in Its Constitution?

The objects of this organization shall be:

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

20. Are Intellectual Workers in Countries Other Than the United States Organized into Trade Unions?

Yes. Teachers in numerous foreign countries, journalists in Italy, France, Great Britain, Irish Free State, Netherlands, Belgium; actors in Spain, Great Britain, France; authors in Italy, France, Holland, Switzerland.

Confederations of Intellectual Workers exist in France, Italy, and the Netherlands.

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PROTEST REPORTED DISCRIMINATION AGAINST CATHOLIC TEACHER

Because Anna Mulholland is a Catholic she cannot teach in the public schools at Monroe, N. Y., according to a press report in a New York City daily. (She had applied for a job as teacher there, and received a letter from Principal William J. Hoffman, telling her to report immediately for the post if she were a Protestant, and adding that there would be no place for a Catholic.)

The American Civil Liberties Union has written to the Orange County Board of Education, urging an investigation. When no reply was received, Forrest Bailey, director, wrote to the State Commissioner of Education at Albany, asking a probe of the reported illegal religious test in the Monroe schools.

The Commissioner replied that he would begin an inquiry immediately. A provision on the employment of teachers states that where an investigation shows a religious or political test, the state shall withhold financial support of the schools in question.

CHAPTER TWO

Discrimination Against a Catholic Teacher

The license of William J. Hoffman, principal of the Harriman School in the town of Monroe, Orange County, was revoked on April 24 by Dr. Frank P. Graves, state commissioner of education. The revocation becomes effective on July 1. The decision of Dr. Graves reviews the letter in which Miss Mulholland formally applied for the position of teacher and the instructions of Principal Hoffman not to report if she was a Catholic. He then continues:

The brief statement of facts disclosed in my opinion that when the respondent (Hoffman) wrote these letters he had no adequate comprehension of the fundamentals of our system of government, which guarantee to its citizens the free exercise of religious beliefs. Furthermore, he was willing to resort to falsehood to cover his own misconduct in the matter.

While such attitude of mind persists, a person is wholly unfit to teach the principles of democracy to the youth of this state, or exemplify truth, fair dealing and uprightness of conduct, which should be among the first requisites of a qualified teacher in the public school system.

The Board of Education of the town was exonerated by Commissioner Graves. "There is no evidence before me connecting the board with the

respondent's acts." In making it possible for Principal Hoffman to return to school work, Commissioner Graves says:

While I am bound to exercise the power to annul under this section, the law is merciful in granting the further power to reconsider, which may be done in this case if at some future time the respondent, on proper application, can establish by satisfactory evidence that he has, in fact, acquired a proper appreciation of American ideals of tolerance in religion; that he can and will properly interpret the Constitution with its historical background with specific references to its guarantee of religious freedom and that he will, in his own future conduct, furnish an example of truth and rectitude to his students and teachers.

—School and Society.

FACULTY PROTEST BALKS OUSTER OF PITTSBURGH LIBERAL

By Fred Porter

Federated Press

Sheer weight of protest from the faculty, which is beginning to be irritable of infringements on their academic freedom, caused University of Pittsburgh trustees to reappoint W. Ellison Chalmers, pro-labor economics instructor, who was slated to go.

Chalmers was told he wouldn't be needed next year "for the good of the university," despite the fact that his teaching record and character are excellent and that he is vouched for by the other members of his department.

Besides being secretary of the Pittsburgh branch, American Civil Liberties Union, Chalmers championed the cause of the striking taxicab drivers and addressed meetings of steel company employes. He is the second secretary of the Civil Liberties Union to be fired from Pitt. Frederick E. Woltman was summarily dismissed from the faculty a year ago. Both crusaded against the coal and iron police system.

Industry is predominantly represented on the Pitt board of trustees, and Civil Liberties members on the faculty find it hard going at times. Twelve out of 18 members have left during the past year, for one reason or another.

The back-watering of the Pitt administration was done in the absence of Chancellor John G. Bowman, who depends on Pittsburgh industrial interests to build his dream, the 36-story "Cathedral of Learning." Meanwhile the project crawls

to completion at something slower than a snail's pace. Its bare, steel structure has decorated the landscape for six months without more than a few floors being covered with limestone. Some say Bowman has sold the university's birthright for a steel cage.

PROGRESSIVE EDUCATION CONFERENCE, WASHINGTON, D. C.

The Tenth Annual Conference of the Progressive Education Association, held in Washington, D. C., April 3-5, was the largest and most successful in its history. The contributions of the speakers were exceptionally stimulating, and the product of the sectional meetings marked an advance in precise, practical material.

The general sessions were opened by the President of the Association, Stanwood Cobb, and Dr. Frank Ballou, Washington Superintendent of Schools. Robert S. Lynd spoke on "What Is Needed in American Education"; Eduard C. Lindeman on "Creative Thinking"; George A. Coe on "Character as End and as Process"; Dr. Hamilton Holt on "The New Type College," and Dr. Ray Lyman Wilbur, Secretary of the Interior, on "The Educational Mill."

The series of discussion groups was well organized under competent leadership and brought the results desired. Margaretta Voorhees led the group on "The Function of Drill"; Dr. W. Carson Ryan and Dr. Harold Rugg conducted groups on "The Education of the Progressive Teacher"; Wilford Aikin on "College Entrance and the Secondary School"; Dr. Esther L. Richards on "Should a Mental Hygienist be Connected with the Staff of Every School?" Emanuel Elston on "Music in the Progressive School"; Stanwood Cobb on "How Can Spiritual Values be Given Their Right Place in Schools?"; Katharine Taylor, Elsie Clapp and W. Daniel Ellis conducted groups on "In How Far Shall the Curriculum be Based on Children's Interests and In How Far on Teachers' Judgment?"; Dr. Florence Bamberger on "Parents and the Schools"; George Boas on "The Junior College"; Francis M. Froelicher on "Democracy Depends on Education; How are the Schools Meeting the Situation?"; Laura B. Garrett on "Educational Procedure in Camp Life"; Sibyl Baker on "How Can Dramatic

Technique be Utilized in the Educational Process?" These discussions occupied two half days, with a final summary on the last day of the conference by the leaders of each group.

In light of the recent affiliation of the Progressive Education Association with the New Education Fellowship, an International luncheon was arranged with Dr. W. Carson Ryan, Dr. Harold Rugg, Burton P. Fowler, and Mrs. Beatrice Ensor as speakers. This feature aroused great interest and an unusual attendance.

At the annual business meeting the following officers of the Association were elected: Burton P. Fowler, President and Chairman of the Executive Board; E. M. Sipple, Treasurer; J. Milnor Dorey, Executive Secretary, and Francis M. Froelicher, Editor of "Progressive Education." Plans were laid for a week-end meeting of the Executive Board to be held April 18-19 at Vassar College to outline the objectives of the Association for the next five years. The May issue of the magazine will be devoted in large part to the papers of the speakers and leaders. The headquarters of the Association are at 10 Jackson Place, Washington, D. C.

CONFERENCE OF SOCIAL WORK TO BE IN BOSTON

The fifty-seventh annual meeting of the National Conference of Social Work and Associate Groups will take place in Boston June 6 to 14. More than forty groups in various fields of social work will meet at that time. The Conference will be formally opened on the evening of June 8 by a presidential address given by Dr. Miriam Van Waters, referee of the Los Angeles Juvenile Court.

The Conference has met before in Boston, in 1881 and in 1911. Begun originally in 1874 as an organization for the discussion of problems common to boards of state charities, it has grown into a general gathering of social forces, with representatives from fields concerning immigration, family case work, health, neighborhood life, dependency, delinquency, mental hygiene, and industrial and economic problems.

Attendance at the Conference is open to any who wish to come. Headquarters will be at the Statler Hotel. Evening sessions will be at the Boston Gardens. Special rates will be offered Conference members for round-trip tickets.

Hotel reservations should be made immediately with J. Paul Foster, 80 Federal Building, Boston.

Requests for further information may be sent to Howard R. Knight, General Secretary, National Conference of Social Work, 277 East Long Street, Columbus, Ohio.

General News

NEGRO SCHOOL IMPROVEMENT DAY IN NORTH CAROLINA

This year March 7 was set aside for the observance of "Rosenwald School Day" in the Negro public schools of North Carolina. This is the second annual Negro School Improvement Day observed in this state. The following information appeared in a bulletin issued by the Division of Negro Education of the State Department:

"To date there have been constructed 750 Rosenwald buildings in North Carolina costing \$4,587,813. Of this amount the Rosenwald Fund has given \$646,726, and the Negroes themselves have raised \$646,616 by private subscription.

"The Rosenwald Fund appropriated this year \$2,000 aid as one-third the cost of 50 libraries for schools, at \$120 each. In 1928-29, 25 libraries were purchased and in 1929-30, already 40 libraries have been purchased to date. In 1928-29, the fund extended aid for the first time on extension of school terms, and 27 schools accepted this aid under the terms offered.

"The Rosenwald Fund has contributed to date for Negro health and education in North Carolina the total sum of \$980,987.77."

STUDENT PAPER LIFTS LID ON PITT CONTROL

Pittsburgh—(FP)—Students rebellious against iron and coal control of the University of Pittsburgh have set staid campus officials agog by their Rebel Yell, "an unofficial organ of the students edited by the editors." Administration officials, indebted to the Mellons and other Pittsburgh barons for millions contributed to the "cathedral of learning" have set spies to work to discover the identity of the editors.

Rebel Yell drags unpleasant secrets of business control of the university into the light of day. The presence of four Pittsburgh Coal Co. directors, two Byllesby power interests directors and three of the Mellon corporation on the university's board explains, according to Rebel Yell, why the students' Liberal Club was dissolved and three outspoken students expelled. The Pennsylvania Railroad, the Carnegie Steel Co., Westinghouse Airbrake and Pittsburgh Plate

Glass are also on the coal and iron university's board, Rebel Yell asserts.

LABOR SCHOOL OFFERS STUDY BY U. S. MAIL

Katonah, N. Y.—(FP)—Youngsters in the labor movement eager for knowledge about their movement and anxious to expand their usefulness; oldsters who want to brush up on organizing tactics and labor history; friends who want to know what it's all about, are asking Brookwood Labor college about its new extension department, under the direction of Tom Tippet.

By mail workers in remote Arkansas villages, Washington logging camps and Monongahela steel towns can study modern industrial problems, public speaking, labor history, or trade union problems and policies, the first four courses offered. With the lessons go individual letters to students answering their questions, suggesting local adaptations of tactics pointing out fields of activity.

TRADE UNION SUPPORTS EDUCATION IN SYRACUSE

It is peculiarly fitting that the first protest against reduction in the budget presented by the Board of Education should come from a trade union. For all of its history the movement of labor organized has supported proposals for better and still better educational systems. Its written records are replete with resolutions and reports of special committees urging the broadening and humanizing of the public school system, and further the opportunity for the children of all the people to obtain at minimum cost entry to the higher institutions of learning. It was a committee of Syracuse wage earners that aided materially many years ago in securing free textbooks for the children in the grade schools. It has been labor that has repeatedly urged that free textbooks shall also be furnished to students of the high schools.

The Advocate, Syracuse, N. Y.

FRANCE TAKES FROM SCHOOLS COST OF MILITARISM

France this year is spending \$523,000,000 for defense purposes and \$121,000,000 for education. Every dollar spent on navies over and above what is absolutely needed for security is a dollar that might have been spent on education, a dollar that might have been spent on rivers and harbors and cheap transportation, a dollar that might have been employed in the production of wealth.—Portland (Ore.) *Journal*, Jan. 25, 1930.

RECENT TEACHERS PENSION LEGISLATION

Alaska.—A teachers' retirement system is established. Teachers who have reached the age of fifty-five, have taught for at least twenty-five years, fifteen of which have been in Alaska, will receive \$800 a year. Teachers who have taught in Alaska for ten years and have become totally or permanently disabled while so engaged or within two years thereafter will be pensioned as provided. Contributions of one per cent of wages must be paid to the teachers' pension fund, over which the Territorial Treasurer is given control. Appropriation for initial establishment, \$3,000.

California.—Service of certain teachers, librarians and other employees eligible to retirement salaries to be equivalent to service of teachers under legal certificate.

Colorado.—Tax to be levied for teachers' retirement fund is raised. In school districts of the first class having a population of 30,000 or more where teachers' retirement fund exists, the board of education is authorized to pay from the fund, to any retired employee of the district, like sums as are paid to retired teachers.

Idaho.—Law creating a state teachers' retirement fund is repealed. All funds now in the fund shall be paid to contributors upon the filing of approved claims, the residuum to be transferred to the state general fund.

Indiana.—Town trustees and city or town treasurers must issue to teachers from whose salaries deductions for the state teachers' retirement fund have been made receipts for same, to be evidence that such teacher has credit from the fund for payment of the amount named in the receipt.

Illinois.—Superintendents of schools and members of the board of examiners in Chicago may voluntarily retire and will be eligible to teachers' retirement annuities if they have served within the twenty years preceding retirement. Teachers in Chicago are retired at seventy years of age and will receive annuities of \$1,500.

Maine.—Annual pensions for teachers are raised to \$500 for those who have taught for thirty-five years, to \$375 for those who have taught for thirty years, and to \$275 for those who have taught for twenty-five years. Teachers who began teaching after July 1, 1924, and are

therefore ineligible to pensions, and have taught under contract with the state for six years, are required to contribute to the retirement foundation. The state commissioner of education is authorized, after due investigation, to pension teachers who have become totally disabled, have reached the age of fifty and have no other means of support, such pension being determined by length of service.

Massachusetts.—Members of teachers' annuity fund are not required to pay further assessments when their total number of assessments are sufficient, with interest, to purchase an annuity of \$650, instead of \$500, at the age of sixty. Amount of pensions is limited. Certain minimum retirement allowances under the state retirement system are fixed at \$480. Maximum basis for certain deposits in the annuity fund of the state retirement system is raised.

Michigan.—A contributory teachers' retirement fund board is created. Money and property belonging to the retirement fund created in 1915 will be transferred to this fund. The board's powers include the payment of teachers' annuities, making of necessary rules, prescribing the manner and payment of contributions and annuities. Teachers who have attained the age of sixty, have taught for thirty years and fifteen years in the state, will be entitled to annuities, between \$300 and \$500, equal to one-half the average annual salary received during the last five years of service. Annuities for teachers who are sixty years old and have taught for twenty-five years and fifteen years in the state, and for those who have taught fifteen years or more and are physically or mentally incapable of teaching are provided for. Those who have not contributed one hundred per cent of their annuities for one year are disbarred from benefits. The law will not apply to school districts where such laws are already in effect. In cities of more than 250,000 population, repayment of one-half of retirement fund contribution to certain teachers is extended to cases of death, when the estate shall receive the benefit. The commission appointed to study the teachers' retirement fund is directed to report to the governor. Members are to serve without compensation. Appropriation, for expenses, \$3,000.

Nebraska.—Teachers with 40 years' experience must now attain the age of sixty-five to be retired.

New Jersey.—The establishment of a retirement fund and board to manage same for certain employees of the boards of education in first class counties is provided for. Contributions will be made by employees and school boards. Employees who have served thirty years or more and those who have served for twenty-five years and have become incapacitated through the performance of their duties shall be retired on one-half the average annual salary received during the five years preceding retirement. Those who have attained the age of sixty and have served less than thirty years will receive one-sixtieth of the average annual salary received during the five years preceding retirement multiplied by the number of years actually served.

North Dakota.—The governor is directed to appoint a commission to investigate the teachers' insurance and retirement fund and report to the governor by November 1, 1930.

Oregon.—Certain teachers over 44 years of age are excluded from retirement benefits. If the reserve accumulated by teachers' retirement associations to meet specified requirements is inadequate members' schedules of dues will no longer be increased or pensions decreased, but tax money will be paid to such association so that members can be retired as provided.

Pennsylvania.—Slight changes are made in the teachers' retirement law.

Porto Rico.—Teachers are required to contribute three per cent of their salaries, instead of a graduated amount, to the pension fund. In order to receive one-half the total sum of contributions teachers who resign after having contributed for five years must have done so before being entitled to a pension. The secretary of the pension board will receive not more than \$360 compensation per year.

Vermont.—Teachers' retirement law is amended to permit the granting of allowances not over \$200 to teachers when one-half of their average annual salary is less than \$200. Members whose dues are in arrears for two years or more may be dropped from membership at the discretion of the retirement board. The teachers' retirement board is empowered to grant and determine the annuity, not over one-half an average salary, to be paid to a teacher who has taught for twenty-five or more years in the state and

has retired by reason of age or infirmity. Appropriation, \$4,000 for the biennial period beginning July 1, 1929.

Wisconsin.—Public school teachers employed in territories annexed to cities which have teachers' retirement systems will be eligible to pensions. To be retired a teacher must now serve in the public school of a city for at least fifteen years.

THE ALLEGANY SCHOOL OF NATURAL HISTORY

Registration is now being made for enrollment in the fourth session of the Allegany School of Natural History. This outdoor training school, which has an exceptionally interesting and varied terrain for its purposes, has established an outstanding reputation among the growing number of such centers for field instruction.

Conducted by the Buffalo Society of Natural Sciences, in cooperation with the New York State Museum and in affiliation with the University of Buffalo, the fourth season will begin on July 5 and extend to August 23. College credit is given in the College of Arts and Sciences of the University of Buffalo in the amount of three semester hours for each full course completed.

Established to meet the demand for well-qualified teachers of natural history, a need which has developed with increase in demand for instruction in the natural sciences in public preserves—national, state, county, and municipal—and in private camps and summer schools, the Allegany School of Natural History is located in Allegany State Park, New York, a park comprising a tract of sixty-thousand acres in the bend of the Allegheny River where the river enters New York from its source in Pennsylvania and returns again into Pennsylvania on its way to the Ohio.

The general education supervision is furnished by Dr. Charles C. Adams, Director of the New York State Museum. The teaching staff will again be headed by Dr. Robert E. Coker, Professor of Zoology, University of North Carolina. At various times Dr. Coker has been special investigator for marine birds and fishes, Peru; Director, United States Fisheries Biological Stations, Fairport, Iowa; and Woods Hole, Mass.; and Chief, Division of Scientific Inquiry, United States Bureau of Fisheries. He has been the Director since the School was established and has held high standards in inspiring his students to develop the ability "for stimulating others to the study and appreciation of nature."

Dr. Coker will teach Field Zoology.

G. Arthur Cooper, Ph.D., Yale, research associate, Peabody Museum, Yale University, will teach Field Geology.

The Field Botany course will be in charge of Robert B. Gordon, M. Sc., Ohio State University. Mr. Gordon has been instructor in that University; he has had field experience in Ohio, Illinois, Kentucky, and Indiana, and has been with the United States Forest Service.

Aretas A. Saunder, Ph.D., Yale, teacher of biology, Central High School, Bridgeport, Conn., will teach the Natural History of Birds. Mr. Saunders was formerly Forestry Assistant in the United States Forest Service and Field Naturalist in the Roosevelt Wild Life Experiment Station.

William P. Alexander, B. Sc., Cornell University, Field Naturalist and Assistant Curator of Education of the Buffalo Museum of Science, will teach Nature Study.

The Allegany School of Natural History is provided with forty cabins, each with two sleeping rooms and a living room, with sides half walled and half screened, but closeable by shutters, and provided with stoves and running water and electric lighting. The main building, forty-eight by eighty-six feet, has an assembly room, library and laboratories, dining hall, and museum.

Complete information about the Allegany School of Natural History may be obtained by writing Harold T. Clement, Curator of Education, The Buffalo Museum of Science, Buffalo, New York, or by addressing, until June 15, Dr. Robert E. Coker, Box 950, Chapel Hill, North Carolina.

THE FIRST STUDENT WHO EARNED HIS WAY THROUGH COLLEGE

The first student on record in the United States to attempt to earn his way through college was Zachariah Bridgen, at Harvard, according to best information available in the Bureau of Education, United States Department of the Interior.

Bridgen entered Harvard in 1657 at the age of 14 and graduated at 18. The steward's books reveal that charges against him for college bills included "commones and sizings" (board together with food and drink ordered from the buttery), "tuition," "study-rente and beed" (room and bed), "fyer and candell" (fire and candles), "wood, etc.," and a charge for "bringing corn from Charlestown." Credit was given him for "silver," "sugar," "wheatt," "Malte," "Indian" (corn), "hoooge" and "a bush of parsnapes." On December 31, 1654, there was "given him by ringinge the bell and waytinge —£1 2s. 6d."—the first record of an American student's earning a portion of his expenses in college by ringing the college bell and by waiting on table in the commons. As a waiter, he received 12s. 6d. per quarter for three successive quarters, after which he was paid "on quarter for a schollership 18s. 9d." and credited "by his wages 50 shillings and a schollership £3 15s."

The total cost of a college education in 1653 ranged from £30 2s. 1¼d. to £61 11s. 8¾d., or from \$100 to \$200 paid in silver and groceries.

A PRAYER FOR ALL

Let me die working
Still tackling plans unfinished, tasks undone!
Clean to its end, swift may my race be run:
No laggard steps, no faltering, no shirking;
Let me die working!

—S. Hall Young.

SEX APPEAL PUSHES COLLEGE MILITARISM

New York—(FP)—Sex appeal! That's what is needed to popularize militarism in American colleges. The war department has discovered the formula, and it's going over big in scores of high schools and universities, Secretary Tucker P. Smith of the Committee on Militarism in Education found out when he made a study of the adroit advertising ideas worked into popularizing military training for cadets.

All dolled up in a natty uniform, the "most beautiful coed" in Hokum Christian College is commissioned as honorary colonel of the school's cadet corps. Throughout the country this scheme is being worked, with hundreds of pictures of these girls captioned: She's in the Army Now; Beautiful Coed Rules Ranks of Men; Who Wouldn't Take Orders from Her?

"Little Colonel," blurbs one newspaper story, "in uniform and with a sword, which she wears with grace, directs all parades, reviews, drills, inspections. She takes just as much interest in her outfit as if her entire career depended on it.

"If there were a war," she stoutly insists, "I'd go to the scene of action with my outfit, and I'd lead them in the battle. I've studied every military campaign from Hannibal to Pershing, and I know the soldiering trade. If Joan of Arc could lead an army into battle, why couldn't I lead a regiment?"

"Admits 'It' is Used to Aid R. O. T. C. Idea," runs the caption on another newspaper story. "Girl Sponsor Agrees Sex Appeal is Capitalized." Pictures of classy girls with service corps perched jauntily over one ear, military jackets, Sam Browne belts and medals galore on them, make war attractive to boy students, army officials assert. Gen. Pershing himself directed all possible means to be used to popularize the reserve officers training corps in schools, and colleges, and the sex appeal stunt has been found the most effective yet, Sec. Smith found.

ICELAND'S THOUSANDTH ANNIVERSARY

Iceland is planning to celebrate a thousandth anniversary, for in 1930 that country's Althing will be a thousand years old. The Althing is the national assembly of Iceland, corresponding to the English Parliament and the American Congress.

Althing may seem to be a queer name for a national assembly. As a matter of fact, "thing" meant originally a judicial court or assembly. According to Webster's New International Dictionary, thing is an Anglo-Saxon word, which meant at first "a thing, cause, assembly, judicial assembly." Hustung is a closely related word, being Middle English for a council or assembly; various local courts in Virginia have been called hustings courts.

In Iceland, the assembly is the Althing; in Norway, it is the Storting, which is composed of two houses, called the Lagthing and the Odelthing. In these names the assembly sense of the Anglo-Saxon word "thing" again appears.

WORKERS' EDUCATION IN ST. PAUL

St. Paul has just closed a successful winter with a workers' education class. Conducted under the direction of the education committee of the Trades and Labor Assembly and in charge of William Mahoney, editor Minnesota Labor Advocate, and S. S. Tingle, Federation of Men Teachers, Local 43, the class in economics and labor history started with an active enrollment of 45 men and women and finished with 50. This, of course, is considered remarkable by teachers and professors everywhere who have had any experience with evening classes, as class mortality is usually figured at 50 per cent of the original number. About one-third of the students were young women, employed in the different needle trades. It is interesting to note that the weaker sex had an average attendance, on the cold winter nights of 80 per cent compared to the men's 75 per cent. A few students never missed an evening.

The class was conducted at the Labor Temple by four professors of economics connected with the University of Minnesota, who are specialists in the different branches of the subject. The students' ideas of controversial topics did not always agree with those of the professors but that made little difference as the students found out what they wanted to. Before the class started the professors got together, worked out a general course of study, and had printed outlines of same made. These were distributed to the students present on the first night together with a printed list of books for reference to be had at the public library. Over half of the students bought as a text for systematic study, Paul Douglas' "Worker in Modern Economic Society," such was the interest engendered. Assignments in the text and in certain reference books were made at each meeting, and a mimeograph outline of the following week's lesson was given to each student.

Fortunately the class received plenty of publicity. Usually the local labor paper carried a write-up of the class topic at the previous session, which was written in newsy style. Reports of the work were given at the meetings of the Trades Assembly and short summaries of class discussion were made by many of the students at each meeting of their respective unions.

Through the Federated Press service, labor papers in many parts of the United States carried news items concerning the class. Publicity among the local unions was a big factor in making the class a success. However, the biggest factor with this class, as in any workers' class, was the quality of the work done by the instructor.

To those who had observed the progress of the students of the class there is no doubt that many of them benefitted markedly. In fact a number of them have already been placed on committees of their local unions, where a knowledge of economics is essential. There has also been a noticeably better spirit in some of the organizations. All in all, those who had the burden of the detail work of the class to carry feel well repaid.

Below is given an outline of the general course of study.

OUTLINE OF COURSE**Part I**

The Industrial Revolution and Emergence of Wage Earners.

Rise of Labor Movements:

Trade Unionism.
Social Legislation.
Cooperatives.
Socialism.
Welfare Schemes.

Part II

Trends in Occupational Status since 1890:

Shifts in industrial groups and occupations.
Trends in economic status of wage-earners, business men, farmers, and professional men.

Part III

Recent Economic Changes:

Mechanization, Unemployment, Per Capita Production.
Declining and Expanding Industries.
Amalgamations and Mergers.
Reaction of Labor Movement to Changes.

Part IV

Business Conditions:

Business Cycles.
Forecasting Services and Indexes.
Source Materials for Industry and Labor.

WHY I AM A MEMBER OF THE TEACHERS UNION

EUGENE W. LYMAN, Professor of the Philosophy
of Religion, Union Theological Seminary

Why I am a member of the Teachers
Union:

Because I believe that public school education will benefit by the organized deliberations and activities of those who are doing the teaching.

Because I feel that teachers, through some organization, should have power to share in shaping educational policies in the public schools and to share in determining the condition under which they do their work.

Because, as a teacher, I am glad to be affiliated with the teachers of the city and to have the free affiliation which the Teachers Union provides with organized labor.

SPENCER MILLER, JR., Secretary, The Workers
Education Bureau of America

The American Federation of Teachers provides a unique opportunity for teachers to associate themselves with the American Federation of Labor and to share in the humanistic aims of the American labor movement. The teaching profession like any other craft or calling can become socially effective in our national life in proportion as it is prepared to join with other men and women of good-will for the advancement of the common good. The American labor movement represents the self-conscious expression of wage-earners for a more abundant life and as such should appeal particularly to the idealism of the teachers of our country.

HARRY F. WARD, Professor of Christian Ethics,
Union Theological Seminary

I belong to the Teachers Union because I believe in functional society, and that the core of it is control of the job for social purposes by those who are doing it; also because I need to feel the supporting fellowship of those who are looking and working in the same direction.

JOHN J. DONOHUE, Teacher of English, James
Monroe High School

I am a member of the Teachers Union,

(1) Because some professor taught me *history*. I read about the sweating system and how labor organizations succeeded in winning human rights.

(2) Because some professor taught me *economics*. I learned about the "Iron Law of Wages" and saw how labor could break iron laws when they interfered with human progress.

(3) Because some professor taught me *literature*. I read Dickens, Kingsley, Reade, and Mrs. Browning, who opened my eyes to the depth of human suffering whenever mankind was subordinated to profits.

(4) Because some professor of *education* compared the wages of educators with the wages of organized laborers.

The conclusion is simple. Since our studies show us that this is a changing world, we must ally ourselves with whatever forces are preparing to meet its changes in an intelligent way. This preparation I found the Union making. It stands for solidarity, but not solidity.

GARDNER MURPHY, Instructor in Psychology,
Columbia University

To me the labor movement, under genuinely humanitarian and intellectual leadership is emphatically the most effective existing instrument towards economic and social reconstruction. The activities of the Teachers Union seem to be to represent an extraordinarily intelligent and courageous application of the best labor-movement philosophy. No money spent in a year yields me greater satisfaction than my Teachers Union dues.

MINNIE OBERMEIER, Principal, Public School
102, Manhattan

I joined the Union because it has courage, because it has intelligent leadership, because it has shown a sense of fair play in championing impartially all those whom it believed to be the victims of injustice, and because while it has concerned itself, as it should, with promoting the welfare of its members, it has taken a very real interest in educational problems.

JOHN A. FITCH, Head of the Department of Industry, New York School of Social Work

The outstanding reasons for my membership in the Teachers Union are these:

- (1) Because I believe that organization of the class room teachers is essential for the preservation of the dignity and the promotion of the interests of their profession.
- (2) Because I believe the organized labor movement, viewed in its larger aspects, is one of the primary forces in the development of civilization.

ELIZABETH GOLDSMITH, Associate Director, Walden School, New York

I believe in organized group effort towards progressive measures and that the improvement of the public school is the ultimate goal of all educational experimentation. I belong to the Teachers Union, therefore, because it is the only organization working for the introduction of progressive educational ideals into the public school system and because its aim is for a more creative and integrated professional standard among teachers.

MARION G. POPPER, Teacher in Public School 4, Bronx

I have strongly sensed *outside* as well as *inside* the Teachers Union realm—its sincere and successful urge

To create worthy professional and personal standards,

To protect these standards, and

To popularize them.

What more has any other teaching organization done to reclassify the teacher in the citizens' "Who's Who"?

CAROLYN P. SWETT, Teacher of Hygiene, George Washington High School

All experimental educational schemes for the better fitting of youth to life's problems are dependent upon the handling of small groups of pupils. The only organized association which acknowledges overcrowding to be one of the most serious faults in the public schools is the American Federation of Labor. If Labor leaders see that, then, I, a worker in the midst of mass education and seeing the pity of it, must belong to the Teachers Union, a part of the American Federation of Labor.

JAMES GUTMANN, Lecturer in Philosophy, Columbia University

I welcomed membership in the Teachers Union because it enabled me as a member of a professional group to affiliate myself with other workers less fortunately situated; and because it gave me, a teacher working under favored circumstances, an opportunity to cooperate with fellow teachers less advantageously placed.

I have derived from my affiliation with organized workers, a more realistic conception of social conditions, and from cooperation with the forward-looking members of the Teachers Union increased understanding of and confidence in the processes of democratic education towards which we are striving.

ADOLPH GEIGER, Teacher of English, Thomas Jefferson High School

Why am I a member of the Teachers Union?

Because the Teachers Union encourages teachers as workers to stand together for decent living conditions and decent working conditions.

Because the Teachers Union makes common cause with the great masses of workers struggling to establish a fairer, happier civilization.

Because the Teachers Union is the only organization of teachers that fights unselfishly and solely to maintain the highest professional standards and to carry out the truest aims in education.

BENJAMIN C. GRUENBERG, former Head of Department of Biology, Julia Richman High School; Managing Director, American Association for Medical Progress

Of all the official and volunteer agencies in this city, the Teachers Union has most sincerely and consistently striven to advance teaching to the status of a self-respecting profession, to make education a vital force in humanizing the community, and to make the public schools good enough for my own children to attend. I *have* to belong.

Every thinker puts some portion of an apparently stable world in peril and no one can wholly predict what will emerge in its place—*John Dewey*.

BOOKS

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

—Emily Dickinson.

CHEAP AND CONTENTED LABOR

By Sinclair Lewis

There are two ways of writing a review. One way is to relate the story, analyze it and interpret it. The other way is to begin with the author and end with the motive which prompted him to write the book. In my case, space forbids me to pursue either course. I must, therefore, content myself by saying that Mr. Sinclair Lewis, author of "Babbitt," "Main Street," etc., went South (not in search of characters) but to see for himself the kind of life the textile workers there live. What the conditions under which they work actually are like; what is their social life—if any; what sort of opportunities do their children get—physical, educational and cultural. What sort of life can a family have on \$13 a week? All these questions are effectively answered by Mr. Lewis. His answer is a splendid contribution to the history of workers' uprising against "cheap and contented labor." Against cheap food, cheap clothes, cheap company owned "homes"—against a cheap life.

Mr. Lewis has taken the bits of thread he has found among them and has woven a pattern—colorful, strong, vivid—unforgettable. He has left out nothing that should be in the picture. The meager earnings, long hours, the sordid, dull life, the wretchedness and misery of "cheap labor," all this stands out in high relief. We are duly grateful to the man who has given us this impressive picture.

The battle which took place between the strikers, their employers and the authorities is admirably described. Once again we are shown how insignificant is cheap and unorganized labor; how little such workers are thought of; how little respected: The sheriff, the police, the courts administer justice to suit the mill owners. Again, space forbids quoting extensively, but listen to this: "Old man Jonas is shot. Some one shot him. The court decided that Sheriff Adkins did not shoot him. Old man Jonas, a lame man,

sixty-eight, on his hands and knees, in the dust. After the riot, Jonas, wounded fatally, was taken to the hospital with handcuffs on, was placed on the operating table, still with handcuffs on, and straightway he died on that table—with his handcuffs on."

I must resist the temptation to quote further. I hope that this pamphlet will find its way into the hands of every Trade Unionist and friend of justice and fair play. Only by spreading knowledge of the meaning of "cheap and contented labor" can we ever hope to abolish it.

PAULINE M. NEWMAN,
in Machinists Journal.

Published by the United Textile Workers and the Women's Trade Union League. pp. 32, 25 cents.

THE VICE OF STOCK AND GRAIN GAMBLING

A most pertinent topic has been ably handled in a booklet by Wilbur H. Hamilton, of the Chicago Bar.

Mr. Wilbur treats the subject both from the social and from the legal point of view. Under the subhead "Dishonest Activities vs. Legitimate Activities" he emphasizes the need of recognition of the distinction between these. He says:

"Corrupt and injurious methods of doing business in these modern days, in order to get something for nothing and to get rich quickly, have become so prevalent that most people are apt to say: 'Life is a gamble; everything is a gamble' and thus fades away the line of demarcation between that which is honest and economically sound and that which is dishonest and economically unsound."

The author continues to prove his case with a few decisions of the Supreme Court of Illinois. The law is definite and clear but gambling in stocks and grains has *not* been suppressed. Mr. Hamilton asks why but leaves the answer to us or to the future. He does, however, make some valuable suggestions about what might be done about it. "The growth of crime must be stopped by chopping out the roots, the greed for ill-gotten gain."

The vice of gambling is certainly of social interest to all teachers. Copies of this pamphlet may be obtained on request of Mr. W. H. Hamilton, c/o H. G. Adair Printing Co., 107 N. Wacker Drive, Chicago.

A NEW LOGIC

Dr. F. C. S. Schiller, professor of philosophy at the University of Southern California, is author of a new book on "Logic for Use" just published by G. Bell and Sons of London. Dr. Schiller, who teaches each spring semester at Southern California, is a fellow at Corpus Christi College, Oxford, during the fall semester, and a fellow of the British Academy.

"Logic for Use" outlines a new logic which systematically scraps the cardinal notions of the traditional logic—formal validity, absolute truth, logical necessity, absolute certainty, and all-inclusiveness—and replaces them by real truth, progressive knowledge, purposive connection, probability, and relevant selection.

It summons the logician to abandon the vain pursuit of "safety" and the wild-goose chase of absolute "proof" for the risks and joys of discovery.

It constitutes an introduction to the voluntarist theory of knowledge.

HONORABLE MENTION

CHILDREN IN THE NURSERY SCHOOL. By Harriet M. Johnson. (John Day.)

Was one of six books awarded honorable mention by the Board of Editors of "Children, The Parents' Magazine" in making their book awards for 1928. The book was adjudged this honor because the editors felt that it was "an important contribution to the care and training of pre-school children."

WRITER WARNS AGAINST GRAVE PARENTAL MISTAKE.

Do you make pain a bogie to your child? If you do, you are making one of the gravest of parental mistakes, in the opinion of Mary Chadwick, English writer and psychoanalyst.

"Pain is nature's warning that something requires attention, that it requires putting right. If we teach children that it is a sign of wrongdoing, guilt, or disobedience in some form (which is not often the case) they will hide their feelings and will not own to pain even should it be quite severe," says Miss Chadwick in her new book, *DIFFICULTIES IN CHILD DEVELOPMENT* (John Day). "If the child is taught to

look upon pain as a sign of guilt and any form of remedy as a punishment, it will naturally do its best to deny the pain."

Children should not be threatened with pain any more than they should be threatened with the policeman. The child who has been told, "If you're not good I'll turn you over to the cop" will run from policemen even when he is lost and in need of help. Similarly, the child whose parents say: "If you eat candy you'll have toothache" will endure long continued pain in his teeth without mentioning it, Miss Chadwick says.

She also warns against taking either of two extreme attitudes toward children's pain: encouraging children to be stoical, or allowing them to focus too much attention upon themselves by the mere mention of "a pain." Children should not be made to feel that pain is either a badge of guilt or a signal for family drama.

LABOR'S YEAR BOOK FOR 1930 PACKED WITH FACTS AND FIGURES. By John C. Kennedy, Federated Press.

The appearance of the 1930 volume of the *American Labor Year Book** will be welcomed by all who have occasion to use a compact reliable reference book on any phase of labor's activity. This eleventh volume fully maintains the high standard set in former years. A vast amount of up-to-date information is given about trade unions, labor politics, labor legislation, court decisions, workers' education and cooperation. The section dealing with labor abroad is especially complete.

Unemployment is given much attention in the analysis of current industrial and social conditions. The situation in most of the basic industries is portrayed month by month for 1929, and this year is compared with earlier years. The data given for foreign countries indicates that the problem is world-wide—France being about the only country to escape.

The dramatic stock market crash of last October and November has often been considered the cause of the recent slump in industry, but the cold facts compiled in the Year Book indicate that the slump had already begun in some industries when the crash came. For instance, automobile production, which had reached the record-breaking fig-

ure of 621,910 in April dropped to 380,017 in October. The amount of building done in 37 states dropped from \$6,636,186,000 in 1928 to \$5,754,291,000 in 1929—and the drop had already set in before the stock market crash. Of course the tumble in stocks greatly intensified the slump that had already begun in industry.

The contrast between the heavy industrial slump toward the close of the year in most countries and the simultaneous increase in production in the Soviet Union is most striking. In its comparative survey of world industry the Year Book shows that the Soviet Union has not only attained its pre-war level in practically all departments of production but that in some cases it has far surpassed all previous records. The Soviet economy is so nearly self-sufficing that it has not been affected by the adverse industrial conditions in other countries.

It is surprising that the Year Book contains practically nothing about the labor press. A brief analytical survey and directory of this important department of labor activity would be useful. Information regarding the activities of the Amalgamated Clothing Workers (aside from an account of the Philadelphia strike) and the four railroad brotherhoods is scanty. Insufficient attention is given to the important agricultural marketing act. However, as the editors state, this volume should be used in connection with previous year books and it should be noted that in 1929 there was an excellent analysis of the whole agricultural situation.

It's impossible, of course, to compress all information regarding the American labor movement—let alone foreign countries—in 300 pages. Nathan Fine and his associates have used excellent judgment in selecting and arranging their materials. Their book will answer more questions about American labor than any other single volume—and it's not too bulky to use.

*The American Labor Yearbook, edited by Nathan Fine. Published by Rand School, 7 E. 15th St., New York. \$3.

WORDS OF WISDOM

Child labor is the costliest power in the world. It is the gathering up of the promises and possibilities of future existence of future civilized society, to crush them into a mill which grinds out gold on one hand and miserable wrecks on the other.—*Frank Morrison, secretary, American Federation of Labor.*

THE NEW EDUCATION IN EUROPE SUMMED UP

Special to the Christian Science Monitor

London

All the world over a new spirit in education has been manifesting itself, a spirit compounded of so many elements that it cannot be summed up in a few words. In essence its aim is the reform of educational methods with a view to bringing them into harmony with an accurately ascertained and profoundly felt knowledge of child nature. To begin with the child, to study the child, to arrange environment and methods to afford him freedom for true development—that is the aim of the new education. "Toward a New Education": Knopf, London and New York, is probably the most comprehensive summary of the ideals, aims and methods of the movement yet given. This book presents an account of the International Conference of the New Education Fellowship held at Elsinore in August last; but it is not a mere report of the proceedings. It is a summary of the 350 speeches and papers that were delivered during the conference, ably edited and welded into a coherent unity by Dr. W. Boyd and Miss M. Mackenzie. A foreword is contributed by Sir Michael Sadler.

The book is divided into four main sections. In the first, which deals with education in a changing civilization, are gathered illuminating accounts of pioneer schools and educational experiments in many lands. Many other countries and schools contribute to the first section, and a noteworthy feature is the description of the part played by education in the rebuilding of the nations which suffered during the war. M. Kielski, for example, shows that practically the whole of the children in Poland are now being educated, as against only two-thirds in 1921. Dr. Philipp Frankowski describes the 93 kindergartens in Vienna and the great social and educational value of their work.

"The Living School"

In the second section—"The Living School"—pioneers and reformers give their ideas. The Dalton Plan, the Winnetka Technique and the idea of Purposeful Activity are all available for study in this section. Included here, too, are the results of a research into the examination problem which was conducted by several members of the fellowship.

The section on the "Social Background of the Living School" supplies a necessary element in the equipment of the educator, for the purpose of education is not realized unless the child is brought into right relationship with home and society. The function of parents' associations and the valuable work done in the way of parent education form part of this section. Social reconstruction and international understanding also figure here as being important features of the wider work of education.

Thinkers

The fourth section contains the results of the work of the thinkers of the movement. The philosophy of the new education is here discussed. The book is a signpost pointing the way to the future of education and society. It shows the present school steeped, as Sir Michael Sadler says, in the atmospheric influence of its social background. It aims at improving social environment by means of educational effort, but it recognizes that education, in its turn, is to a great extent colored and determined by social conditions and social philosophy. The liberation of humanity for the finest expression of its genius in both spheres is the aim of the new education.

WOMAN IN SOVIET RUSSIA. By *Jessica Smith*. 230 pages. **NEW SCHOOLS OF NEW RUSSIA.** By *Lucy L. W. Wilson*. 254 pages. **HEALTH WORK IN SOVIET RUSSIA.** By *Anna J. Haines*. 203 pages. **SOVIET TRADE UNIONS.** By *Robert W. Dunn*. 260 pages. Published by the Vanguard Press, Inc., 80 Fifth Avenue, New York City. 50 cents each.

The status of women in Soviet Russia, the new educational system, how a tremendous health campaign is being conducted in this country, and the role played by trade unions, are the important subjects which comprise the four latest volumes to appear in the Vanguard series of studies on what has been accomplished in the Soviet Republic after ten years of existence.

Shoulder to shoulder, men and women work in factory, field and council-chamber, according to the facts revealed in the book called **WOMAN IN SOVIET RUSSIA**, by Jessica Smith. Absolute equality before the law and in general attitude, if not always as yet in actual fact, has been achieved by Russian women. Marriage and di-

vorce have become simple legal formalities. Both parents are held strictly responsible for their children, and illegitimacy has lost its meaning. Sex has been stripped of unhealthy mystery, and is a subject for frank and open discussion. In these various aspects of life, the new republic seems to be leaping ahead of all other European countries.

Recognizing that in the hands of the coming generations lies its fate, Soviet Russia has completely reorganized its educational system. In **NEW SCHOOLS OF NEW RUSSIA**, Lucy L. W. Wilson describes each step in the education of communist youth, from his earliest days in nursery playgrounds, often attached to the factory in which his mother works, through secondary schools, technical training colleges, and special universities. Defective children, homeless children, gifted children, are given special treatment; the most advanced pedagogic theories are being tested; intense experimentation is the order of the day. A vast educational network, embracing the numerous minority races with their difficult and special problems, has been spread over this enormous country.

The dreaded cholera, tuberculosis, typhoid, plagues of various sorts, have always menaced the mass of Russian people. In her book **HEALTH WORK IN SOVIET RUSSIA**, Anna J. Haines describes in detail the measures taken by the Soviet regime to dispel the ignorance and evil conditions that have been responsible for these devastating scourges. Besides the mobilization of all medical resources into a unified system, including doctors, nurses, pharmacists, hospitals, sanatoria, clinics, a wide-spread campaign of health information is being effectively handled by the use of moving pictures, posters, travelling exhibits, clubs, and the radio.

In striking contrast to the subordinate part trade unions play in the lives of people in this country, in Soviet Russia they completely dominate the economic and social affairs of every community according to Robert Dunn, in **SOVIET TRADE UNIONS**. The union forms the center from which all activities radiate. Union members enjoy innumerable privileges, such as lower rents, reduced prices for amusements, free rest homes and medical treatment. Non-union workers are outcasts—and are rare. The entire attitude towards labor has been reversed, and in the workers'

republic it is the trade union which rules the worker's life.

These books are published by the Vanguard Press in its regular fifty cent series of clothbound, well printed, attractive books.

ASHLAND SUMMER SCHOOL

The Ashland Summer School, an American Folk School, characterized by President Davis of Chicago Theological Seminary, as "A Yankee Version of Lagore's School in India," will open its summer school for Adult Education, July 28. The school is located at Grant, Michigan, thirty miles north of Grand Rapids, easy of access on the Pere Marquette Railroad and on Michigan paved highway M-37.

Life Situations, or Life Problems, are the basis of the scheduled discussions of the school in place of subjects and courses. The Life Situations scheduled here must not hinder spontaneous consideration of vital problems. We must "keep the lid off." Current events or current magazine articles may become the basis for discussion or further study at any time. Book reviews given, or plays read aloud may raise problems for discussion. The following weekly schedule of problems is made for the convenience of those who may want to come for special interests:

1. Occupational-economic-business. July 28 to August 2.
2. Community Life—Human Relationships—Race Relations. August 4 to 9.
3. Government—Citizenship—Crime. August 11 to 16.
4. Human Personality in a Machine Age. August 18 to 23.
5. Education and The Good Life (Home, School, Church), August 25 to 30.

Many other problems, such as International relations, war and peace, marriage and divorce, etc., will probably be included in the lectures and discussions.

This is a school desiring human personality in an age of mechanisms. Young adults over 18 years of age are accepted without regard to their former schooling. The service of this school is to enliven as well as to enlighten. This school is an attempt not only to humanize learning, but to humanize human living itself.

There is no compulsion. Students are never tested or graded. Young people learn because they find it so interesting. The ten weeks session is a complete unit.

A small group of students assures fellowship, personal acquaintance with teachers, and freedom from regulations.

Ashland Folk School is not run for profit. The total cost for board, room, tuition, admission to all lectures and use of library for the ten week session is only \$125.00.

A postal card will bring more information.

LIFE IN A SOVIET SCHOOL

(This is a summary of an Esperanto letter received recently from SOVPARTSKOLA, Barnaul, Siberia, U. S. S. R. Queries sent direct in the international language or in Russian would be gladly answered.)

Tsarism left us in ignorance, illiteracy and a wretched economic position. Since 1917, however, we have by tremendous exertions been building up our productive system on Socialist lines. Now all the schools and colleges are overflowing with tens of thousands of workers and peasants who under Tsarism would never have dreamed of being able to study.

Our schools aim to train us to be the best fighters in the workers' battles and to improve our economic system beyond that of the capitalist countries. There are 200 students in our school, 40 of them being women. The curriculum consists of political and general cultural subjects: mathematics, Russian language, economics, historical materialism, history of the class struggle and such like topics. We have circles for physical culture, dramatics, music, literature, and Esperanto. The radio, chess and our library provide us with recreation. Communal dwellings, meals, visits to the theater and the film shows, to lectures and to clubs all accustom us to collective action. Our theoretical work and practical activity are closely interlinked. The student studying Marxism and Leninism, also participates in the workers' organizations. During vacations we work in the villages to transform the poor tiny peasant holdings into rich collective farms. Our Barnaul district is now thus being completely improved by the new system of agriculture. We are using tractors and other farm machinery.

S. GOLDFEDER.

NATIONAL W. T. U. L.

The Proceedings of the Eleventh Convention of the National Women's Trade Union League of America held in Washington, D. C., May 6-11, 1929, have been received. They are attractive in appearance and valuable in content. Some of the interesting features are discussions of industrial problems in the south, the story of the Elizabethton strike and a wage symposium. Copies of the proceedings can be obtained from the National Women's Trade Union League of America, with headquarters at Machinists' Bldg., Ninth St. and Mt. Vernon Place, N. W., Washington, D. C.

Local News

CHICAGO, LOCAL 3

On April 12th the Chicago Federation of Women High School Teachers, Local No. 3, held its Annual Spring Luncheon at Field's with an encouragingly large attendance. Mrs. Harold Ickes' talk of her intimate association with the Pueblo Indians, of their schools and other problems gave a clearer and more sympathetic insight into existing conditions. Mrs. Helen Hefferan, the only woman member of the Board of Education, spoke approvingly of the joint Legislative Program, especially of the protection of the educational fund. Miss Easter of the Washburne Continuation School, always generous, sang two delightful songs.

Looking back over the last two successful years, we must admit that the things that have been accomplished are due to the united front put forth in all problems of benefit to all teachers by the four unions; Men's Federation, Federation of Women High School Teachers, Elementary Teachers' Union, and the Playground Teachers' Union. Together they stood for House Bill 633 and were instrumental in organizing the teachers during this fight. United the four unions have stood for the principles set forth on the legislative program. On various occasions the presidents of these groups have gone together to help organize teachers in a number of schools. Many other instances could be cited in which they have shown complete cooperation.

Then, too, No. 3 has gone on record for increase in salaries. Numerous efforts were made to avoid teachers having to wait for their salaries and something has been accomplished. For example, the aldermen of the various wards have been presented with the facts of the deplorable conditions with the result that many satisfactory responses have been received. No. 3 has aimed to lay emphasis upon that phase of education represented by the presence of four presidents of universities located in Chicago at our December Banquet. The address given by Dr. Hutchins, President of the University of Chicago, could not have been more timely. In fact both banquets 1928 and 1929 were huge successes.

As to committees, Miss Clark's report on Size of Classes in the Junior High Schools is a splen-

did piece of work and will soon be published. Mrs. Williams and her committee have been working on Semester Changes, Miss Herrick on Character Education, Miss Shipman on Textbook Material, and Miss Stockbridge on Changes in Constitution incorporating three regional vice-presidents whose chief work will be organization and the holding of the members, many of whom are new to union ideals and methods of procedure. Mrs. Gronert's effective advertising and publicity campaign needs to be mentioned. Much work has been put into the legislative program by both Miss Hursen and Miss Taggart; and the Mailing Committee has not been idle, needless to say. On this work Miss Wilson has been most faithful. Miss Weil and Miss Lyons and a joint committee have put out a bulletin in the name of the Union Teachers of which we are all proud.

Under the head of old work the Sick Leave Committee is still working. Also an improvement in the Sabbatical Leave Rule is being worked upon. Under the name of all unions the change of the time sheet is being considered, and the Heads of Departments report is still alive and action desired by those in authority. The re-establishment of the Councils is being worked upon by various groups with which the unions are in cooperation.

Best of all, let it be repeated, is the splendid cooperation of the four unions in their efforts to be of help to the teaching force of Chicago.

M. B. NIELAND.

WASHINGTON, D. C., LOCAL 8

The following letter sent out to Citizens Associations and Civic Bodies of the Capital by the Washington Teachers Union has been getting excellent response.

April 7, 1930.

To the Citizens' Associations and Other
Civic Bodies:

The Teachers' Union feels sure that you are vitally interested in the public schools. Recently an emergency has arisen which seriously threatens the welfare of the children and the teachers of the primary grades and the kindergartens. In the interest of economy, appropriations for 78 new teachers have been stricken from the appropriation bill, and to make up for this, 78 kindergarten teachers are to be assigned to the first four grades, while the remaining kindergarten teachers are to teach two sep-

arate classes of large size per day, one teacher per kindergarten instead of two as formerly.

The kindergarten teachers to be assigned to the grades have not been trained in grade work. The kindergarten teachers remaining in the kindergartens will be seriously handicapped by the size of the classes as small children need a considerable amount of the teacher's personal attention.

We believe in economy but not in a program of economy which interferes as this would with efficient teaching. If such economy is absolutely necessary, it should be put into effect gradually and not in this wholesale way.

For the welfare of the children of the primary grades and kindergartens, will you help us in our efforts to have this situation remedied by having \$126,000 put back in the bill so that only 8 kindergarten teachers instead of 78 should be absorbed in the grade school system?

Very truly yours,

MARY C. DENT,

President, Washington Teachers' Union.

The bill passed by the House, now pending in the Senate, calling for a cut in the number of kindergarten teachers in the elementary schools, reducing the budget approximately \$126,000, is opposed by these interested groups on the ground that the classes would be too large for the best work and that therefore the increased teaching load would work to the injury of the pupils.

The measure, it is stated by the protestants, would reduce the number of kindergarten teachers one-half against the best interests of the school system.

SACRAMENTO, LOCAL 31

The Salary Committee of Sacramento, Chapter 31, has been examining the condition of salaries of teachers in the schools throughout California and other states as a basis of comparison for the Sacramento schedule. It was found that while the Sacramento schedule is better than some, there are many other cities that have a much better schedule than Sacramento.

The committee reports that more satisfactory conditions are in the making and that Superintendent Hughes has suggested that an endeavor be made to put into effect for the coming school year a series of increases above the present maximum on the basis of \$5.00 to \$10.00 per month the first year, and to be continued for a period of years in order to bring the schedule of salaries up to what it should be.

The Welfare Committee reports that 70% of the faculties of the High Schools are members of the Local.

The meetings next year are to be held in the evening.

Representatives of the Sacramento Federated Trades Council and of the Sacramento Federation of Teachers, Local 31, visited Brookwood College during the past summer to obtain first hand information by a personal visit, regarding the work carried on by this institution and the basis for the criticisms which had been made. Mr. Loomer has presented a complete report favorable to Brookwood, which has been accepted by the Local.

BUFFALO, LOCAL 39

The Buffalo Industrial Teachers Association, Local 39, has been gaining in membership slowly, but substantially.

The Board of Education has granted the use of the school buildings for the meetings of the local and accordingly, the regular March meeting was held at McKinley Vocational High School the evening of March 25. Mr. F. E. Redmond of the Associated Industries of New York State, spoke on the Apprentice Training Program as outlined in their state-wide plan.

Along with the professional improvement privileges offered, Local 39 is making arrangements to offer to the members an insurance policy on the group insurance plan.

The following officers have been elected for the 1930 term, Norman O. Kleasen, president; Lee S. Cooke, vice-president; Herman P. Eschner, financial secretary-treasurer; Arthur Solomon, recording secretary.

ARTHUR SOLOMON.

AMERICAN TEACHER

Chicago Number, May, 1928

If any member has a copy of *The American Teacher*, Chicago Number, May, 1928, will he please send it to the National Office, 506 South Wabash Ave., Chicago, Illinois.

Let our schools teach the nobility of labor and the beauty of human service; but the superstitions of ages past—never.—Peter Cooper.

COMMONWEALTH, LOCAL 194

Dr. Zeuch has returned from an extended trip in the north and east. He has been speaking before labor, liberal and college groups. He was surveying the field of workers' and adult education, and visiting the chief experimental colleges. He found great interest everywhere in the experimental college, Commonwealth, and many believers in the principle of Commonwealth, that scientific experimentation carries the only hope of adjustment or solution of personal and social problems.

CHICAGO, LOCAL 199

The **ELEMENTARY TEACHERS UNION** of Chicago, Local 199 of the American Federation of Teachers, advocates equal salary for equal preparation and experience for all class room teachers no matter what the grade or subject taught:

BECAUSE:

1. It will keep out of the high school teachers temperamentally unfitted for high school teaching, who come in solely because of higher salary inducement.
2. It will keep in the elementary schools a desirable group of teachers who are otherwise being drained into the high school purely through economic motives.
3. It will stimulate further training on the part of teachers who desire to remain in the elementary schools.

GRAND FORKS, N. D., LOCAL 205

On the evening of April 14, we had another splendid meeting, beginning at six o'clock with a dinner at the Y. W. C. A. with Mr. and Mrs. S. S. Tingle of St. Paul as our guests. At 7:30 o'clock, we met at the High School where our regular general meeting was held. After the regular order of business, Mr. Tingle addressed the Federation on, "The value to the schools of a close cooperation between teachers' unions and organized labor." His talk was very practical and the discussion which followed was most worthwhile to us.

We are planning one more general meeting and of course the weekly Council meetings before the close of this school term, June 6. I believe that

we as a unit of the A. F. T. can truthfully say that we have accomplished much this year, and at the same time know that there is much work to be done.

Our next order of business is to be the election of officers and two delegates to the Convention. At this time especially, we suffer the loss that has just come to us.

Mr. C. K. Baarman, President of the Grand Forks Teachers' Federation, Local No. 205, and a director in the Central Trades and Labor Assembly, passed away at the home of his sister, Mrs. Sam Nagelkerk in Zeeland, Michigan, Sunday evening, April 20, 1930.

Mr. Baarman had been a teacher of Physics at the Central High School for the past 21 years. He had filed in the school office credits attesting to his unusual scholarship. (51 semester hours in Physics and 47 in Mathematics.) He was graduated from Hope College, Michigan, with an A. B. in 1903; from the University of Michigan with an A. B. in 1904 and an M. A. from the same University in 1909.

A courageous, dependable leader, he led the teachers in their organization movements. He was instrumental in the organization of the High School Faculty Club in 1920 and was one of the first presidents. The activity of this organization has been similar to the program of the A. F. T. In 1928, members of this Faculty group applied for a charter to the A. F. T. and Mr. Baarman's name is second on the charter. His standing in the community gave the organization a backing that enabled us to function in various duties not recognized as the privileges of teachers. We stepped into the activities unchallenged because of his prestige. We have suffered a serious loss in his passing.

At the hour of the funeral rites in Michigan a special memorial service was held in the Central High School gymnasium. Tribute to Mr. Baarman's worth as a teacher and a citizen was paid by leading citizens, teachers and school officials.

I want to add that we especially enjoyed reading the last issue of *The American Teacher*.

VIONA C. HANSEN,
Recording Secretary.

A wise man will make more opportunities than he finds.—Francis Bacon.

CHATHAM COUNTY, GA., LOCAL 207

A special committee on Salary Adjustment of the Chatham County Teachers Association has been working to secure some recognition for the better prepared teacher.

As a principle of procedure it has been accepted that there shall be a difference in salary rating which shall take into consideration the difference in the preparation of teachers as well as experience, to the end that teachers may be compensated for making a preparation more advanced than the minimum requirement.

The following minimum requirements for teaching positions are recommended:

- (1) Elementary teachers, graduate of accredited high school or equivalent, and two year normal course.
- (2) Junior High School teachers, Bachelor's degree from a standard college.
- (3) Senior High School teachers, Bachelor's degree with three years experience in Junior or Senior High School.
- (4) Senior High School Heads of Departments, Bachelor's degree and eight years experience. Or, Master's degree and five years experience.

A salary rating as follows is proposed:

- (1) Elementary teachers with minimum requirements, present scale.
- (2) Elementary teachers with Bachelor's degree, the present scale plus \$150.
- (3) Junior High teachers without degree present scale. Junior High teachers with Bachelor's degree, the present scale plus \$150.
- (4) Senior High teachers with minimum requirements, the present scale. Teachers and department heads with Master's degree, present scale plus \$150.

A further recommendation is that an increment of \$45 shall be added to the maximum salary of any teacher who may make four hours credit in summer school study, or other advanced college or university study in education or in the special subject of the department in which he or she teaches.

Five such increments may be earned while in the employ of Chatham County school system.

As a measure affecting the economic administration of the schools and the potential earnings of teachers the Association is making a care-

ful study of the four quarter system for the school year.

WHITEMARSH VALLEY, LOCAL 219

And still they come! From Pennsylvania is the Whitemarsh Valley Local.

The officers of the new local are Kate Van Easton Edelman, president, Ralph Bridgeman, vice-president, Mathilde Rosenbluth, secretary-treasurer.

Better and better, and *wiser* and *wiser*!

DECATUR, LOCAL 221

The teachers of Decatur, Georgia, have affiliated with the American Federation of Teachers as the Decatur Teachers Association, Local 221.

In Georgia they believe in 100% organization and Decatur is in Georgia. It therefore follows the example of its sister locals.

The secretary of the new local is Mrs. H. B. Carreker.

ANTHRACITE TEACHERS FLOCK TO UNION

Federated Press

Wilkes-Barre, Pa. — (FP) — Nine hundred teachers in five public school districts in Lackawanna county have joined the American Federation of Teachers in the last six months and the organization drive is going strong, announces Charles Kutz, representing the Pennsylvania Federation of Labor in charge of the campaign. Six boroughs and townships have joined 100%.

In one of these 100% places, the school board threatened to cancel contracts of the entire staff. The teachers called a mass meeting and appointed a committee. When the board realized the school marmes and masters weren't scared, it backed down in a hurry and handed the entire staff a renewal of contracts as fast as these could be written.

Politicians in the anthracite region are beginning to wake up to the teachers' movement, and several primary candidates have tried to ride through by paying lip service to the plan for a teachers' tenure bill proposed by teachers to make them independent of the whims and political games of small-time politicians on boards of education. Teachers have had to pay politicians to

get appointments in a number of cases here, according to Kutz.

Former Gov. Pinchot, after meeting with groups of teachers, put a plank in his platform favoring the teachers' tenure act to give teachers

a civil service status once their professional ability is thoroughly established.

Contacts between the teachers and other sections of the trade union movement, Kutz feels, will be of great value to the whole movement.

American Federation of Teachers Panama Cruise

Ship ahoy! Have you made your reservation for our Cruise to Havana and the West Indies conducted by Mrs. Mildred Moore Duggan (Chicago Local 3)? If not, better hurry and climb aboard. A real vacation exploring Havana, "Paris of the West," Panama and Guatemala in a leisurely and delightful manner—with real friends—a continuation of the pleasant times at Memphis. What a thrill of adventure, seeing new

countries and new people!

The S. S. CARTAGO, one of the finest of the United Fruit Company's GREAT WHITE FLEET, will be our floating home for 16 days, ploughing through the sapphire Gulf and Caribbean by day and by night, through placid, phosphorescent seas under the soft light of a full tropic moon—to the "Land of the Southern Cross."

ITINERARY of this 16 day ALL EXPENSE CRUISE

<i>Ports of Call</i>	<i>Arrive</i>	<i>Depart</i>
New Orleans, La.		11 A. M. Sat. July 5
Havana, Cuba	Early Mon. July 7	A. M. Wed. July 9
Cristobal, Panama Canal Zone.....	P. M. Sat. July 12	Midnight Sun. July 13
Puerto Barrios, Guatemala	P. M. Wed. July 16	P. M. Wed. July 16
Havana, Cuba	A. M. Sat. July 19	A. M. Sat. July 19
New Orleans, La.	P. M. Mon. July 21	

All-Expense cruise fare, New Orleans to New Orleans, \$200.00 per person and up. \$5.00 U. S. Tax additional per ticket.

Shore trips included will cover the principal points of interest in Havana: Tropical Gardens, Morro Castle dungeons, Columbus Cathedral and other places too numerous to mention besides a suburban trip for a glimpse at picturesque Cuban country life; Gatun, where the Locks on the Atlantic side of the Panama Canal, control tower, power house and spillway will be inspected, thence by rail in parlor car along the Canal to the Pacific side, luncheon at the famous U. S. Government Hotel Tivoli, overlooking the Ocean, sightseeing trip about Panama and to the "Old City," sacked by Morgan; a visit to a typical Guatemalan town where 50,000 bunches of bananas will be tucked away on board, an interesting sight in itself.

Meals on the CARTAGO will be table d'hôte or a la carte at passenger's option at no extra charge. In addition to the large assortment of tempting items usually found on the menus of our large American hotels, the CARTAGO menu will provide rare tropical delicacies.

Every cabin on the CARTAGO is a large outside stateroom with twin beds, not berths, and "up to the minute" appointments. This "yacht" was especially constructed for tropical cruising. There are wide spacious decks for games usually found on ocean liners, for lounging and for dancing, etc., and there are commodious public rooms.

Disabuse yourself of the idea that the heat in this part of the World is excessive, because cooling Northeast Trade Winds, blowing continuously across the Gulf of Mexico and the Caribbean, make cruising delightful.

I suggest you communicate with me at once for full details on this post convention cruise. Round trip rail rates to New Orleans are in effect from certain points in connection with this cruise. For instance, the round trip rail rate Chicago to New Orleans is only \$39.00, \$5.24 more than the one way fare. This rate is good for stop over at Memphis for the Convention.

MILDRED MOORE DUGGAN,
9422 S. Laflin Street,
Chicago, Illinois.



THE AMERICAN TEACHER

THE ORGAN OF THE AMERICAN FEDERATION OF TEACHERS

Teaching to Think

• • •

"It is the purpose of higher education to unsettle the minds of young men, to widen their horizon, to influence their intellects. And by this series of mixed metaphors I mean to assert that education is not to teach men facts, theories or laws . . . It is not to reform them or to amuse them, or to make them technicians in any field. It is to teach them to think, to think straight if possible, but to think always for themselves."

—Robert M. Hutchins,
President, University of Chicago.

DEMOCRACY IN EDUCATION

EDUCATION FOR DEMOCRACY

PUBLISHED BY THE AMERICAN FEDERATION OF TEACHERS, CHICAGO

OCTOBER, 1930

VOL. XV. No. 1



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9422 S. Laflin Street,
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Fourteenth Annual Convention American Federation of Teachers

Memphis, Tennessee

Hotel Peabody

June 30-July 3, 1930

AGENDA

- I. The Social Education of Teachers.
- II. Social Program and Outlook of A. F. T.
 - a. Placement Bureau.
 - b. Benefits Through Cooperative Enterprises.
 1. Group Insurance.
 2. Credit Unions.
- III. Financial Stability for Schools—To insure
 - a. Preservation and Enrichment of the Educational Program.
 - b. Lightening of the Teaching Load.
 - c. Adequate and Certain Salary.
- IV. Social Significance of Southern Organization Movement.
 - a. A. F. T. in the South.
- V. Organization.

FIRST SESSION

Monday, June 30, 1930

10:00 A. M.—Addresses of Welcome.

Carlotta Pittman, President, Memphis Local 52.

Mayor Watkins Overton.

W. J. Prescott, President, Board of Education.

J. Cohen, President, Memphis Central Labor Union.

President's Address—Mary C. Barker.

Adoption of Rules and Appointment of Committees.

Secretary's Report—Florence Curtis Hanson.

Address—W. C. Birthright, Secretary, Tennessee State Federation of Labor. The South and Labor.

2:00 P. M.—Address—Dr. Edward Mims, Vanderbilt University, Nashville, Tenn. (Tentative)
Committee Meetings.

Tuesday, July 1, 1930

9:30 A. M.—Report, Tenure Committee.

Report, Legislative Committee—C. B. Stillman.

Reports of Locals.

2:00 P. M.—Address—Rabbi Ettelson.

Organization—Secretary Hanson.

Nomination of Officers.

Committee Meetings.

7:00 P. M.—Banquet, Hotel Peabody.

Speakers—

William Green, President, American Federation of Labor. (Invited.)

Senator Bronson Cutting. (Invited.)

R. L. Jones, Superintendent of Schools, Memphis, Tenn. (Invited.)

Wednesday, July 2, 1930

9:30 A. M.—Report, International Relations Committee—Selma M. Borchardt.

Report, Committee on Professional Improvement—W. J. Scott.

Reports of Locals.

Election of Officers.

2:00 P. M.—Report, Education Committee—Lucie H. Schacht.

Report, Academic Freedom Committee—Henry R. Linville.

Report, A. F. L. Convention—Delegate Hanson.

Report, Convention Legislative Committee.

Thursday, July 3, 1930

9:30 A. M.—Reports of Locals.

Report, Resolutions Committee.

2:00 P. M.—Report, Policies Committee.

7:00 P. M.—Executive Council Meeting.

American Federation of Teachers

506 South Wabash Avenue
CHICAGO, ILL.



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

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