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—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

Proceedings of the Fourteenth Convention

of the

American Federation of Teachers

MEMPHIS, TENN.

JUNE 29—JULY 3, 1930

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The American Teacher

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Volume XV, No. 1

OCTOBER, 1930

Two Dollars a Year

Address of President Mary C. Barker

Fourteenth Annual Convention, American Federation of Teachers

If there is needed any proof that the American Federation of Teachers is young in spirit, responsive to changing conditions and forward looking in its program, we have evidence to that effect today in the confidence and pleasure with which, as hosts and as guests, we open our Fourteenth Convention in a section of the country new to our group as a meeting-ground, though well known to us in the personnel of some of its citizenship. Here in the glorious summer heat of the South, down by the Father of Waters, next door to the headquarters for the southern organizing campaign of the American Federation of Labor, in this growing city, one of our gateways to the great West, here we shall enjoy fellowship with the people of Memphis.

Perhaps while we are here we shall see visions of a time when we cross the mighty river at our door and set up our convention tents in yet other new cities toward the outer rim of our country.

We know that during our sojourn this week we shall take a great deal away from Memphis, but we hope that she shall be none the poorer when we are gone. We trust that we may be able to leave with the people of Memphis something of value, and that in the exchanges which we make both they and we may be enriched and strengthened.

Participation in Proceedings

As delegates to this Convention, as visiting members of the American Federation of Teachers and of the American Federation of Labor, as friends, you are invited to take stock of the program of the American Federation of Teachers, of the progress that we have made, of the developments in our field of activity, and of the degree to which we have measured up to our responsibilities and to our opportunities for service.

As delegates it will be your duty to plan for further goals and achievements in the national program and in the individual locals. It will be the duty of each delegate to participate in the proceedings here to the end that he may become in a positive way a source of inspiration to his local group to whom he will return to report and to interpret this convention, even as he shall have interpreted his own group to his fellow delegates assembled here from the various parts of the country.

Meaning of the Convention

A national convention of an organization such as the American Federation of Teachers ought to be two kinds of a looking glass, a mirror in which the membership examines itself at the hour, and a field glass through which the membership examines the terrain of opportunity and responsibility not yet appropriated.

As an organization what have we done thus far to carry the message of freedom through organization to our fellow teachers throughout the country? It is amazing to witness how teachers are controlled by fear. Until you make contact with those who know nothing of our plan you can have no conception of the depressed conditions under which they work. From the standpoint of civil and professional rights and privileges how much stronger is the position of the teacher in the land by reason of the activities of the American Federation of Teachers in its national and local programs?

What have we contributed toward making teaching a profession? We claim that in a profession the members set up the conditions under which they work. What progress from this standpoint? What have we done toward securing in the schools "the conditions essential to the best professional service?"

One of our purposes, we state, is 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."

One thing is certain, this democratization will never come about except through the activities of teachers who themselves have the knowledge and the vision, the will and the courage, to work effectively to secure and to maintain the necessary conditions in the schools. What are we doing to cultivate this spirit, this equipment, this outlook in teachers?

We say "we believe that the teacher is one of the most highly productive of workers, and that the best interests of the schools and of the people demand an intimate contact and an effective cooperation between the teachers and the other workers of the community—upon whom the future of democracy must depend." To what extent have we nationally and locally maintained an intimate and effective cooperation with other workers?

In our national program and in our locals what new ground should we put under cultivation another year? What improved technic can we bring to the task?

It is not my intention to detain you with an attempt to evaluate our work in these particulars. You will seek the answers to the questions raised in the various reports that are given by officers, committees and delegates, and in other features of the program of this convention. This review merely serves to point out that every delegate is on duty and that there is much to engage his thought.

Work of the Secretary-Treasurer

There are two subjects to which I wish to call your particular attention and to urge upon your very particular consideration. The first is the matter of expansion and the work of the Secretary-Treasurer.

The gains for the year insofar as they relate to increase in membership, in the number of local groups organized, in funds to finance our work, all these matters the delegates will find in detail in Mrs. Hanson's report.

You will find over 27 per cent increase in membership and over 16 per cent increase in the number of locals. Over and above the per capita

there has been contributed specially for organizing purposes less than a thousand dollars. The per capita increases have been sixteen hundred dollars over these receipts of last year.

In reading the reports submitted by Mrs. Hanson, you want to remember that you are reading the reports of three officers, the report of the Secretary-Treasurer, the report of the editor of our magazine, *The American Teacher*, and the report of our field agent, the organizer for the American Federation of Teachers.

These three tremendously important pieces of work, these three jobs are being carried by one person at a cost to this organization of one salary. To assist in this work is one full time office assistant and one part time assistant.

We must emphasize this situation here for it is necessary that you get this matter upon your mind and upon your conscience. The American Federation of Teachers must finance another full time officer or cut down its program. The latter would be suicidal and is unthinkable. Unless you have a well developed imagination working on a background of some experience with work of this kind you can have little conception of the burden that our Secretary-Treasurer is carrying as the one executive agent on time for this national organization.

Only a person consumed with a desire to see our ideals succeed could have spent herself in days of toil and nights of labor as Mrs. Hanson has done, not to speak of the weight of anxiety necessarily attaching to the position. It is humanly impossible for anyone, even a person possessing such ability and capacity for work as does our Secretary-Treasurer, to carry on under such a load. The time has come when the Convention must make very definite provisions for another worker on full time.

The American Federation of Teachers at Its Best

It has been said that the influence of the American Federation of Teachers through its ideas, its ideals and its methods is far out of proportion to its numerical strength. This is as it should be. Mere numbers will add nothing to the effectiveness of our purpose, which is to develop the social force in teachers and furnish a means for effective group action on the part of teachers.

This brings us to the second matter which I wish to urge upon the attention of the Convention, namely, the social development of teachers.

All our activity is for the purpose of developing socially effective teachers and schools and necessarily we begin with the teachers.

Our success is to be measured ultimately by the increasing power of our ideals to bear fruit in the personalities of teachers and the community life. We are constantly organizing new locals. Locals are continually adding new members. Do we not need to remember that the American Federation of Teachers is trying to promote social education, not locals merely, that organizing the locals and acquiring new members is a means to an end?

We have set up as our slogan two very comprehensive, meaningful phrases—"Democracy in Education: Education for Democracy." To what extent are the processes here assumed going on within our own ranks?

Necessarily this work of the social development of our membership is dependent largely upon the programs and methods which prevail in the locals. What is happening in the locals? Are we developing constructive social programs? Or are we sometimes allowing all our time and energy to be spent on a defensive program, while our neglected membership becomes less and less prepared to take an intelligent offensive in the

creation of a wholesome social attitude in the community? A program of mere defense means ultimate defeat.

Another danger that besets the local situation is failure to keep up the fences of democratic procedure within the local so as to insure the free and untrammelled participation of all members in the affairs of the group. Any arrangement which tends to embarrass any part of the membership in the free exercise of membership rights and privileges or serves to create an inhibition to the free expression of opinion on viewpoint is inimical to the very purposes for which The American Federation of Teachers was organized. No one form of organization perhaps will be equally successful everywhere, but we should not hesitate to protect with all the vigor we possess the freedom for our members that we are demanding for our profession.

Like all other human endeavor, the American Federation of Teachers, as an instrument of social and group progress will improve by constant appraisal of its purposes and of the zeal and sincerity with which those purposes are being promoted, both in the national organization and in the separate local groups and we shall be able to appraise our purposes, our program, and our progress accurately in proportion as our vision is able to encompass the whole field of social development.

Civil Liberty for Teachers

By Harry F. Ward, Union Theological Seminary; Chairman, American Civil Liberties Union; New York Teachers Union, Local 5

This question of Civil Liberty for Teachers has two aspects. There is the right to academic freedom—that is the right of the teacher in all contacts with students to be true to self and to professional obligation. This right is generally conceded. There is also the right of the teacher to the same freedom of expression outside the classroom that is guaranteed by the constitution to all citizens. This right was denied in New York state by the Lusk Laws. It was specifically reaffirmed by Governor Smith in his veto of that repressive legislation. The Board of Superintendents of New York City has recently in effect taken the position that a teacher has not the same right as a citizen to write or to speak.

The less disputed right of the teacher to aca-

demic freedom has also been abrogated in the recent history of New York City schools in several cases. There was the case of the three teachers in war time, Schmalhausen, Mufson, Schneer. Their classroom utterances were not considered sufficiently patriotic to satisfy the one hundred percenters. They were dismissed and the judgment was confirmed on appeal by the State Commissioner of Education. Immediately after the war there is the case of Mr. Benj. Glassberg charged under framed testimony with certain statements about Russia which the Commissioner said, in denying his appeal for reinstatement, showed a lack of loyalty for this country and respect for its institutions. Of the same sort is the recent inquiry into classroom

utterances concerning communism by Mr. Charles J. Hendley, which was initiated by a complaint from the Police Department. Of another sort is the case of the three teachers—Miss Hardy, Miss Hughan, Mr. Lefkowitz, who have been persistently denied the promotion to which their position on the eligible list entitled them because of their outside activities, utterances, and writings. These things are generally summed up in a phrase regarding one of them by the Superintendent of Schools—radical tendencies. In the record of the various inquisitions to which these persons were subjected the evidence is conclusive that the Board of Superintendents denies the right of teachers to speak, write and affiliate with organizations on the same basis as other citizens. This situation exists despite the fact that there is a legal decision in New York State in the case of a teacher at Buffalo which expressly states that as a matter of general policy the teacher should not be punished for any outside utterances, action or affiliation that is lawful for any other citizen.

As one reads the record of these cases a significant drama unfolds before him. There appear the furies let loose by the war. The fear-crazed herd is on the stampede and the individual is helpless before them. In the wake of this tempest of emotions there come the personalities of the bureaucrats who, in the aftermath of the storm, are able to enforce their petty prejudices. The tragedy develops inevitably. In war time there is dismissal for those who refuse to conform to the policies of the moment. After the war there is denial of promotion to those whose political views and activities are different from those of the dominant politicians in the Board of Superintendents. Finally, espionage from the Police Department intrudes itself into the school system, and we are back in the days of autocratic Russia and imperialist Japan.

In this situation there is no civil liberty left for teachers that is worth talking about. But is there not a law which professes to give teachers the right of appeal? The trouble is that the law is so loosely drawn that it permits school authorities to work their will with no effective check. There is a clause which, with typical hypocrisy, begins by saying that teachers shall not be dismissed except for one or two reasons and then adds, "or any other reason" which is

confirmed by the Commissioner of Education on appeal. Behind this law are two basic concepts which effectively prevent teachers from having liberty. One is the master-and-servant concept, which has worked such havoc in our industrial law. Under the statute the status of the teacher is not professional. It is simply that of a hired employee. In addition there runs through the law the concept of the omnipotence of the state. Therefore, teachers need not be surprised as employees of the almighty and infallible state if finally, as in Seattle, they have no rights left and are compelled to sign yellow dog contracts just like industrial workers who have no effective union.

There is another factor in the New York situation. The law did attempt to give the teachers some protection by guaranteeing the right of promotion to those standing highest in the examination, through a specific provision to prevent the merging of eligible lists. This provision has been nullified in a decision of the Commissioner of Education in the Hardy case. Playing the part of Pilate and washing his hands in legal technicalities, he finally declares that the law means exactly the opposite of its express words. This decision enables the Board of Superintendents to penalize teachers, whom they dare not discharge, for the mere exercise of their rights as citizens.

The only remedy is to change the law. Who will do it unless the Teachers Union is strong enough to take up and carry through the fight? In what other way except through Union organization can the teachers hope or expect to preserve their civil liberty? For them it is more than a right. It is a duty. If they cannot maintain academic freedom, who else will protect the child from the distorted mind which results from knowing only part of the truth? Who else will hold open for society that unlimited access to truth without which the life of man cannot grow?

ARE TEACHERS UNDERFERD?

"In my youth," writes Rebecca West, the well-known novelist, "I used to marvel at the sadness and irritability of those who taught me. I used to ascribe it to temperamental deficiencies on their part. Later I realized that it had something to do with me. Later still I realized that, though that had a lot to do with it, the fact that they none of them know the taste of *pate de foie gras* had probably more.

WHY I AM A MEMBER OF THE TEACHERS' UNION

RUTH G. HARDY, Head of Department of Economics, Girls Commercial High School

When the Union undertook the defense of the three teachers put on trial in 1917 on the vaguest of charges, I made up my mind that there was the first teachers' organization I had been lucky enough to meet which was at once courageous and consistent. I have never in the years since I joined had occasion to change my opinion. Since 1920, there has been an added motive for joining; the Union has become the only teachers' association in New York City which has undertaken to study the movement best known as Progressive Education. Under the Union's procedure, members have unequalled opportunities for visiting progressive schools, where our name is Open Sesame, as well as for discussion and evaluation of philosophies no less than practices.

BERTHA F. HAYES, Teacher of Commercial Branches, Julia Richman High School

A course in Industrial History during my school days had left me convinced that the trade union movement was one of the greatest social forces of our day—so important that professional people ought to share in it.

CHARLES J. HENDLEY, Teacher of History, George Washington High School

Through the Teachers Union I am brought into the great labor movement, which, I believe, is the most powerful social force working to establish freedom and security for all who live by useful service rather than by exploitation. And I believe that only through a great social change can the teacher's status be greatly improved.

JOSEPH T. SHIPLEY, Teacher of English, Stuyvesant High School

It is neither promise nor performance, but perspective, that binds me to the Teachers Union. Whatever its present strength or future power, the Union keeps kindled the one beacon a self-respecting American teacher can follow. In the mazes of greed, prejudice, ignorance, and indifference, the Teachers Union alone is leading the way toward "democracy in education—education for democracy."

CAROLINE PRATT, Director, The City and Country School, New York

I belong to the Teachers Union because I see no way of bringing about better conditions for teachers and pupils except through a union of teachers backed by the whole labor body of parents. I admit there is little hope of bettering these conditions at present. Still, I am a member of my union in a spirit of readiness and because I belong there.

WILLIAM S. SCHLAUCH, Head of Department of Mathematics, High School of Commerce

The chief reasons why I am a member of the Teachers Union may be stated as follows:

(1) The Teachers Union seems to me to be offering more constructive suggestions in education than any other organization of teachers connected with the public school system of New York.

(2) I believe that the best results in education come from the *cooperative* effort of supervisors, elected boards, and *the teachers who are in actual contact* with the problems and the children. The Teachers Union has been more effective in presenting the viewpoint of the teachers to the supervisors and the public, than any other similar organization. It is helping to democratize education, and I want this movement to grow.

FELIX SPER, Teacher of English, Thomas Jefferson High School

I regard the Teacher Union as an enterprise in self-realization. Our problem is well-defined: to teach. But what of ignorant meddling of politicians, superiors, tax-payers, and hostile organizations? Good sense, therefore, advises a pooling of brains and wills to insure resistance and a peaceful working out of common problems. Against the countless irritations incident to mass-education in large cities, but one way has thus far proved effective: unionization.

MARY PERCIVAL, Head of the Department of English, Hunter College High School

I am a member of the Teachers Union because I believe in the principles for which it stands, in the honesty and high purpose of its leaders, and the efficiency with which its activities are conducted.

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LUCIE W. ALLEN

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Things must exist in ideas before they can exist in fact.—Grove Patterson

OUR NEW SECRETARY, LUCIE W. ALLEN

By reference to the adjoining column you will see that the American Federation of Teachers has a new secretary and *The American Teacher* a new editor.

The Memphis Convention did some excellent work but nothing to equal or excel the selection of Miss Allen for the staff of the National Office. She brings to her new position experience, character and ability of a high order, knowledge of the past and faith in the future of the American Federation of Teachers.

Miss Allen has served A. F. of T. as vice-president for a number of years and as chairman of the permanent committee on Education. She has been treasurer and president of her local, No. 3, the Chicago Federation of Women High School Teachers and is active on its Executive Board.

Previous to taking up her new duties, Miss Allen was a teacher of social science at the Lake View High School, Chicago. She is regarded as an expert in her field.

Her home is in Evanston, Illinois.

With this addition to the free working force of the National, we anticipate a splendid growth and furthering of our program.

THE LEADERS

The Fourteenth Annual Convention of the American Federation of Teachers found itself in the happy position of being able to give again to the organization the strong inspired leadership under which so much of progress, of strength and of capacity for service has been added to our record during the past few years.

To Mary C. Barker and Florence Curtis Hanson who through sacrificial service have led the American Federation of Teachers to new heights of usefulness and strength, the convention paid grateful tribute. For their willingness to be still further spent for the cause of teachers and the advancement of education, the organization owes lasting gratitude.

Could the influence of their personality and the force of their example of sacrifice reach down to every member of every local, the record of the coming year would be one of power, value

and prestige worthy of the purpose for which we are organized.

TO MEMPHIS—AN APPRECIATION

The Memphis Convention will forever be a grateful memory to those who were so happy as to be there. Southern hospitality, the oft repeated words, will to them forever be more than words. Always will they bring to mind cordial greetings, ready kindness and gracious thought for every comfort. The flowers of the South, the songs of the South, the people of the South, how much they will hereafter mean?

Individual memories of addresses grave, gay and witty, helpful and stimulating; of a flower decked banquet hall; of sweet voices of the South's own children in their own loved songs; of tables spread beneath magnolia trees where Old Man River rolled by suggesting our country's majesty; all these will come many times to mind, and all will blend in what the South has come to mean.

To the Local of Memphis the delegates will forever be sensibly in debt. To the Local of Memphis the American Federation of Teachers will forever be in debt if the delegates carry back to their locals the exhilaration which Memphis gave to them.

The Teacher in the New Education

Something new came into school rooms all over America as the philosophy of John Dewey began to bear fruit in the new methods of education. Education through self activity has become the accepted basis of all modern method, and the children of America are finding school life a happy, satisfying experience rather than the hated drudgery of other days.

So far so good—may it ever be so. But what of the teachers, those who must guide and direct and inspire this happy new method school room. Has the educational world lost sight of the postulate of the great early philosopher of education who said that the soul must be solicited to grow from birth until it departs to the Island of the Blessed? There is much complaint, some of it justified, that many teachers of our nation are incapable of successful handling of these new methods, and even unambitious to try. "Solicited

to grow—until it departs"—have they forgotten that?

John Dewey taught the educational world how to apply that to the lives of little children. Place them, he says, in contact with opportunities for growth through self activity.

When does the time for that stop? With Plato we hold it is not until the day of departing.

The American Federation of Teachers with its insistence on teacher activity shows itself to be a veritable new method teacher organization. Its constant urge to activity fosters a growth that comes from within rather than one imposed from above (were such possible). Its insistence on teacher participation in curriculum making, text selection, voice in determining working conditions and school policies, aside from the value of this teacher viewpoint to our schools, has an important by-product in teacher development. It solicits to constant growth. When understood and viewed from this angle the American Federation of Teachers is seen to parallel among the teachers themselves the work the new education is doing among children. When measured by Plato's measuring stick it looms up as one of the most necessary and needed institutions in our nation today.

Making Teaching a Profession

We enter upon a new scholastic year. With renewed vigor we re-dedicate ourselves to our profession, and to raising the status of that profession.

Our first step to make our efforts more effective, it would seem, would be to clarify for ourselves what a profession is, what the obligations of our profession are; and then we should quite definitely work out the ways and means of better and more fully meeting these obligations. Frankly, is teaching at present a profession, or does the work simply demand that we who are engaged in it shall meet certain "professional obligations"? Let's be fair in the analysis.

(1) A profession requires that its members be trained.

(2) A profession requires that those who practice it shall devote themselves to public service, shall concern themselves with the public good.

(3) A profession should determine its own standards.

(4) A cultural standard of living is expected of professional people.

(5) Professional people must seek to raise the standards of their particular profession; must devote themselves to bettering all phases and aspects of the work which they have elected to perform.

The American Federation of Teachers recognizes and fully accepts these requirements and plans its program to meet them.

(1) The American Federation of Teachers charters only professionally qualified teachers. We demand that teachers be required to have a rich academic background, and that that background include a knowledge and an understanding of the social significance of the facts learned.

(2) The American Federation of Teachers is affiliated with the American Federation of Labor because it feels that in this way it can better serve the public. The affiliation therefore makes it more professional.

The American Federation of Teachers and its locals has done more than any other educational organization in this country in fighting child labor, in helping establish compulsory school attendance law, mothers' pensions; in seeking adequate appropriations for the conduct of the schools; it has led a magnificent fight (often a lone fight) against all sorts of propaganda in the schools. It has fought for freedom of thought, academic freedom! A great and mighty public service this is, we contend.

We repeat, that our affiliation with the bona fide trade union movement in this country particularly fits us for public service. The American labor movement is strictly non-partisan in its political activities. By it and through it the productive citizenry of a community is afforded a means of working collectively for the common good. Our members therefore, join with the other public spirited citizens to seek a fuller and happier life for all.

(3) Do teachers at present determine their own professional standards? Can you imagine any physician allowing a lay body to determine

what he shall prescribe? Do teachers "prescribe" courses of study? Are there many places where members of the bar are required to teach Sunday School? Does any community say whether dentists shall wear soft collars, or play cards? Who determines teachers' standards? Not teachers, as yet.

No educational organization in the country has fought more diligently and more effectively for the professional integrity of the teachers, than the American Federation of Teachers.

(4) A cultural standard of living is predicated upon a cultural wage. The United States Office of Education says that "the average salary for teachers, principals, and supervisors for the United States in 1928 was \$1364." (This is an *average* and not a median; it includes in its computation the salaries of the school officials which are uniformly much greater than those of the teachers.) It is therefore correct to estimate that the median salary of *teachers* in the United States is not much above \$1200 a year. Disregarding for the moment the large number of teachers that have family responsibilities, we ask how far \$1200 goes for one person's housing, food, dress, medical care, church and charitable contributions, books, theaters, magazines, concerts, travel, membership in professional organizations, continuous contact with the progress within his own profession and all the other things that go to make up "a cultural standard of living for the professional man or woman."

The American Federation of Teachers believes that inasmuch as a cultural standard of living is dependent upon a cultural wage that teachers must actively concern themselves with the problem of teachers' salaries. We claim with a just pride that no organization in the United States has done more to secure for the teachers a cultural wage than has the American Federation of Labor with which we are affiliated.

(5) Our immediate concern is to raise the standards of teaching, teachers, and schools. Hence we strive for:

Sanitary, beautiful schools; happy homes they should be, during the school day, for

small groups of children. Curricula determined by the capacities of the children, and their interests; curricula which stimulate thought and which eliminate hatreds and prejudices.

Teachers equipped to teach, gifted to inspire, motivated by a desire to serve—no special interest, but the community and its children.

A system of school administration which seeks the active participation of the classroom teacher in the consideration of professional problems concerning the schools; school boards thoroughly representative of all of the people; teacher tenure dependent upon the high moral character and the professional fitness of the teacher.

On these conditions do we seek to *make teaching a profession*, and we ask the support of all teachers who are likewise imbued with "professional-mindedness."

The Devil Can Cite Scripture

"The Alpine Supremacy of the United States is due to that God-given American policy, the Open Shop," Mr. John E. Edgerton, President of the National Manufacturers' Association told the Institute of Public Affairs at Charlottesville, Va., this summer.

He cited the Declaration of Independence, the Constitution of the United States and "God's desire for human righteousness" in support of his claim.

Victor Olander, President of the Illinois Federation of Labor, answered him with simple dignity. Organized labor, he contended, thought that man's effort to help his fellow-men might with propriety and with fairness claim support of the Declaration of Independence and the Constitution of the United States. "And surely," said Mr. Olander, "the God to whom we toilers appeal for help, help from such conditions as Mr. Edgerton's Open Shop has produced, should not have His name taken in vain by those who oppress honest workers."

To most of us Mr. Edgerton's statements are blasphemous. That which is holy, precious, sacred or revered should never be men-

tioned by those who prostitute the very name of justice and truth.

In his same talk Mr. Edgerton said that the South does not challenge the right of southern workers to organize under southern leadership. A friend of Mr. Edgerton, in the audience, praised this talk and added, "What we want are facts not emotions. These labor people will never face the fair facts as presented by Mr. Edgerton." A member of the Council of the American Federation of Teachers was present, and gave him some facts. She reminded him that the struggle in Tennessee had taken place before the American Federation of Labor, from the outside, came on the spot; that one of the most persecuted victims of this strike was a tiny little southern girl, still in her teens, who had never been outside of Tennessee, until Mr. Edgerton's organization had forced her to leave. She told him that his "God-given policy" had been the one under which a weekly wage of less than ten dollars a week had been paid to many of the women workers; that the girls had worked a ten-hour day; that there was certainly nothing divine in kidnapping a man, as his organization had done, at the point of a pistol, and running him out of town, because he tried to negotiate a settlement. "Facts or emotion," she concluded, "tell me, won't you, whether it is a fact or an emotion that you sense when you feel the bayonet of state troopers at your back because you ask for a living wage."

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Some may feel that teachers are above such common, sordid, lowly affairs; that it is beneath their dignity to concern themselves with the strife in the southern cotton mills, except as condescending social service workers; that it is a "partisan" struggle and hence unprofessional for them to take sides in such a struggle.

The American Federation of Teachers feels that any teacher who feels that she is above the problems of the poor, is below the standards of his calling; that any teacher who holds that it is beneath his dignity to concern himself actively with the welfare of the community does not know that only a false dignity ignores real values and mistakes snob-

bery for intrinsic worth; that any teacher who regards as "partisan" and hence as unprofessional support given to a poor people struggling to free themselves from bondage, does not merit the place as teacher for his sense of value is so perverted that he will hesitate to fight any sort of evil, lest he make enemies and so be classed as unprofessional. The American Federation of Teachers holds that it is the duty of teachers, if they be truly professional to align themselves with the forces seeking to better the conditions of the vast majority of the people, and so to raise the standards for all.

Teacher Tenure and the Dignity of Labor

We have heard some interesting things of a school teacher from Wise County, Virginia. That's the colorful, picturesque, mountain region of which so much has been written. And this man is a genuine product of this region. He told of what a teacher can do and what a teacher can't do down his way. He was not complaining, for that's not the way of these folks. Just giving some facts.

"We ought to have a tenure law in our state," he concluded on the basis of these facts, "because it's fair and just." And then with some reflection, "It would add much to the dignity of teaching and of teachers."

He's from that part of the country where principles and convictions have a meaning; where the dignity of labor is a living tradition.

"Not a Ford plant sort of dignity," he added derisively, "that's where they reduce a man to nothing," recalling his brief employment there.

He resented the lack of the human equation in every phase of the work in the Ford plant. Like cattle the applicants were herded; like cattle their weight, their muscles, their fat, determined their acceptability. Each accepted applicant was taught one trick, no more. To know what it's all about and why? Not in a Ford plant. No dignity of labor there.

And this young mountaineer wants dignity in labor. He knows that when teachers have to barter for their jobs, when something else

besides the teacher's innate worth-whileness is the determining factor in his selection, that the dignity of labor is going to suffer.

A teacher tenure law for Virginia! A start has been made in that direction. The American Federation of Teachers has started its organizing campaign in that state. With the active work of our new southern organizing center in Atlanta, and the hearty cooperation of all of our southern locals we hope and expect to help Virginia teachers help themselves to a teacher tenure law.

Right now we might wish that we knew someone in the Virginia Assembly like this teacher from Wise County; someone with his intelligent understanding of the teacher's problems, someone with his earnest desire to work for community betterment, someone with his profound respect for the dignity of labor, wherever it may be honestly performed. We know that there are men in the Virginia Assembly who have these qualities, too, and we are hoping that the officers of the Virginia State Federation of Labor will find them for the organized dignified teachers of Virginia.

SCIENCE AND THE EDUCATED MAN

Whatever else it may do, it would be generally agreed that a liberal education should furnish some understanding of the world into which we are born. It should give us some knowledge of the natural scene in which human life is set, and of the biological organism that is man himself. It should reveal something of the rich heritage of knowledge and aspiration and beauty that men have gradually accumulated, and that is the material with which we must ourselves work. Above all, it should place in our hands the best intellectual technics that have been devised for the understanding of ourselves and our world, and for intelligent participation in the joint enterprise of making the most of our resources, natural and human. There are courses of training that aim to fit men to take part in the life about them in some particular niche. A liberal education should aim, not so much to fit us to take our places in our present world—God forbid!—as to provide us with the instruments to remake our world into something better.

—J. H. RANDALL, JR.
in World Unity for November.

Booster, Knocker, or Bystander?

Every member in every local belongs in one of three categories—the booster, the knocker, or the bystander.

Where are you?

Do you use your time, your money, your intelligence to work out a constructive program for the improvement of conditions affecting the welfare of teachers and the advancement of education and to make that program effective? Have you the best interests of the teachers at heart and are you consistently and constantly pushing forward every movement for educational betterment?

Or are you continually criticising the attempts of those who are trying to accomplish something without suggesting a better plan? Are you sitting by and saying, "The organization isn't doing anything"? Whose organization is it and what are *you* doing? Are you always "agin" everything and anything, exercising your critical faculty only, and never your constructive? Anyone who knows a better way should press forward with it.

Or are you standing by, sometimes agreeing, sometimes disapproving but never doing anything except accepting the benefits secured by the efforts of others? Are you taking and never giving?

These three groups make the Union. Its program, its progress, its success, depend upon what these make it. Unless those members of vision can overcome its knockers and bystanders, it is lost.

Just keep in mind that it is your organization and no one has a monopoly of responsibility and of the right and privilege of working in and for it. Letting George do it and then kicking him for doing it has no place in a live, progressive union.

Labor Unions Only Bar to Despotism

At the Institute of Public Affairs, conducted at Charlottesville, Va., under the auspices of the University of Virginia, Donald R. Richberg of Chicago told the group of educators, business men and leaders in public life assembled there that labor unions are the only barrier to the despotic power of great industrial aggregations.

"Industry" said Mr. Richberg, "is the last stronghold of despotic power. **The only effective challenge to this power in America and throughout the World comes from organized labor.**

"There is no place for the independent, self-protecting worker in this industrial system. The applicant for a job is not permitted to negotiate a contract. **He has no individual bargaining power.** He is not a serf merely because his employer has no property interest in him; only an interest in keeping him 'free' to be exploited.

Balance of Economic Power

"To have a sound social order, there must be a balance of power between the different elements of society. If any one obtains a dominant power, tyranny is inevitable.

"The balance of economic power is being destroyed by the operators of modern industry in America. There are millions of unemployed workers, ready to break down the wage standards. With the constant displacement of workers by machines, this unhappy reserve power of labor is growing.

"**If it were not for some 4,000,000 trade unionists, there would be no weight of any consequence on the employe side of the scale.**

"If the despotic power of those who now control the major industries of America is further strengthened," Mr. Richberg continued, "one of two results must follow:

National Unions Essential

"Either this power will be matched by development of nation-wide labor organizations, wielding economic and political power of staggering proportions; or all effective, above-board labor organizations will be crushed, and an underground, revolutionary labor movement will begin to rise to power."

If what Mr. Richberg says is true, and we know it is, certainly intelligent, progressive, social minded teachers will wish to join in this movement to bar despotism and further social progress and social justice.

GORDON J. LINVILLE

It is with deep regret that we announce the death of Gordon J. Linville, 17 years old, eldest son of Dr. Henry R. and the late Adele Miln Linville and brother of Rhoda, Byron and Henry Linville, on July 4, at Sharon (Conn.) Hospital after a long illness from heart attack.

The many friends of Dr. Linville extend to him their sincere sympathy in this bereavement.

"HIGH HAT"**Our Greatest Compliment**

Certain newspapers offer payment for accepted letters describing the writer's greatest compliment. The editor of *The American Teacher* is now ready to compete.

The Locomotive Engineers' Journal for May says, under the heading

"HIGH HAT"

Some people have the faculty of expressing their opinions in a few words. They don't cross the bridge and come back in order to stay on this side of the river. One such person is Florence Curtis Hanson, secretary of the American Federation of Teachers.

After a speaking cartoon, showing Papa in his limousine saying good-bye to his son at the steps of Miss Ritz Private School, "Now run in, Lionel, Papa must go and give a few orders to the City School Superintendent," the article continues:

In a recent address to Teachers Local 52 of Memphis, she said:

"Some say it is unprofessional for teachers to join a trade union. I say it is the most professional thing they can do. There is just one thing that would in my opinion justify immediate dismissal of a teacher without appeal, and that is thinking that she belongs to a social class superior to those she teaches.

"What we need today is to get fear out of the teachers' minds. No teacher obsessed by fear is fitted to teach children to be self-respecting, democratic citizens.

"It is not only the question of teachers' salaries, but the protection of the children of the masses, that makes unions vital. The independence of the teachers from the high-handed tactics of school boards which seek to curtail the freedom of their institutions is a matter of paramount importance.

"The public schools were established largely through the efforts of Organized Labor and have been protected and fostered by Labor. The majority of the pupils are children of the workers. It is an anomaly that they should be controlled by the wealthy class, people who have only a financial interest and no personal interest."

Mrs. Hanson's idea about teachers going "high hat" will be concurred in by all right-thinking people. Whenever any group, whether teachers or others, come to the conclusion that they belong to a much higher strata of society than those who are paying the bill, they should be due for an awakening. It is probably only the high-

hat snobbish teachers who feel it beneath their professional dignity to join the teachers' union.

Like the no-bill engineer, however, they do not hesitate to accept whatever increases in pay and better conditions the American Federation of Teachers may get for them.

SCHOOL IDEALS INERT, ASSERTS WISCONSIN MAN

New York.—The futility of educational methods employed by American schools is utterly discouraging to Dr. Alexander Meiklejohn, director of the experimental college of the University of Wisconsin.

Dr. Meiklejohn asked a series of rhetorical questions in which he indicated that the American student is "so dull in the classroom" and is "failing to hit the mark" because "many of the teachings put in our heads are but mere learnings which are as air."

"Our schools are filled with inert ideas," he said. "Our lives, desires, and behavior are untouched by them. Millions are starving in China while we in America have much. We haven't sense enough to arrange a better economic system. A part of our population is living automatically, socially, and economically as tools under the direction of other men's wills."

We modern Americans are inept as compared with past generations in things material, mechanical and amusemental. Our arts become daily more and more either utilitarian or imitative; our literature tends more and more to become photographic or neurotic; our education increasingly neglects everything that trains the mind in pure thinking and decent discrimination.

Man has been experimenting with the art of living for many millenniums but for the most part he still has to grasp that a practical realization of this can be had in the following: reverence for truth and pursuit of it rather than for what income knowledge may bring; contemplation and the creation of beauty, and the mastering of one's life and not becoming a slave of convention or of circumstance.

If we can get some rebels, real rebels, against the standardization and stupidity of the Twentieth century, America has a chance of arriving at spiritual maturity.—Dr. Bernard Iddings Bell, *Columbia University*.

PROPAGANDA MILLS OF LIGHT TRUST TO CONTINUE GRINDING

Thirty Thousand Persons 'Engaged in Explaining,' Chief of Big Utility Admits
(Special Correspondence to Labor)

CHARLOTTESVILLE, Va., Aug. 14.—The Institute of Public Affairs, in session at the University of Virginia, was told last week that the Power Trust means to go right on propagandizing the public.

"We have 30,000 workers engaged in explaining our work to women's clubs and the public generally," said Martin J. Insull, president of the Middle West Utilities Company, and brother of "Sam" Insull. "We are continuing our educational work on public relations exactly as before the Federal Trade Commission made its report. There has been no change in our program."

Hired Under Cover

The Trade Commission showed that the Power Trust is hiring scores and hundred of speakers and writers under cover; men and women who do Power Trust work for Power Trust pay, but pose as independent investigators, or as college professors, seeking only to get at the facts. When Mr. Insull says there has been no change, he must mean that this underhand work is continuing.

"We are being criticized now because we have told the public too much," was one of his complaints.

Norman Thomas, Socialist leader from New York, was present and took issue with Insull's statement that government ownership of utilities cannot succeed.

Give Cheaper Rates

He cited the publicly-owned hydro-electric system of Ontario and the municipal systems in Los Angeles, Seattle, Tacoma, Jamestown, N. Y., and elsewhere as examples of public agencies which "give domestic and farm consumers better rates than private utility corporations do.

"Government operation of the railroads, although under very unfortunate limitations, succeeded during the war after private operation failed," Thomas declared, "notwithstanding all the propaganda to the contrary.

"And don't forget that Uncle Sam built the Panama canal after private enterprise had abandoned the job."

Truth never was indebted to a lie.—Young.

FROM VICE-PRESIDENT LEFKOWITZ TO THE A. F. OF T. CONVENTION

Dr. Lefkowitz, absent for the first time from an A. F. of T. convention, sent to the delegates this greeting and characteristic word of hope and encouragement.

Expressions of regret at Dr. Lefkowitz's absence were heard on all sides during the convention, but also much gratification was expressed not only that he was having this European holiday, but also, most especially, that it had come as an expression on the part of his fellow teachers, union and non-union, of his splendid, unselfish and *effective* service in their interest.

My Dear Miss Barker:

Nothing short of the impossible could have kept me from my first A. F. of T. Convention especially since the misfortune which has overtaken Mrs. Hanson, our beloved secretary—and Dr. Linville whose son is seriously ill. But the impossible has happened. The teachers of our city, appreciating the work of the union and its representative, have made it possible for Mrs. Lefkowitz and myself to undertake our first European trip.

It is my earnest hope that in the state made unsafe for scientific freedom, the A. F. of T. will re-dedicate itself to tolerance and academic freedom; that it will wage incessant war against imperialism, militarism and war and especially against attempts to curtail the professional or citizen rights of teachers.

The A. F. of T., a pioneer in teacher unionization, has borne the brunt of the struggle for teacher liberation and for the establishment of economic conditions worthy of our profession. It has stood courageously by its constructive progressive forward looking program. It must continue in the van until teacher emancipation is achieved. I hope Tennessee hospitality, aided by the lovable and courageous personalities of Local No. 52 of Memphis, will fire our delegates to greater devotion to the ideals of the A. F. of T.

750,000 teachers in the United States need our message and progressive, constructive, program as well as our militancy. Knowing your spirit, I need not urge you to carry on. Continue your efforts. As the Statue of Liberty grows hazy my desire to be with you in flesh as well as in spirit grows stronger. May this convention be the most constructive in our history and may you continue to be its leader. With love to all of the delegates—first timers and old timers—I remain,

Cordially and fraternally,
ABRAHAM LEFKOWITZ.

Man lives by expectation, but the content of expectation, what is anticipated, depends upon memory; and memories are group affairs before they are personal recalls.—John Dewey—Experience and Nature.

ERADICATE ILLITERACY! DON'T CONCEAL IT

By Selma Borchardt, Legislative Representative of A. F. of T., Washington, D. C.

There are in the United States at present 20,000,000 people who are unable to read and write to a degree sufficient to enable them to read a newspaper, to read the ballot, to read any public notice of great moment to them.

Such a condition presents a great menace to American democracy. Such a condition belies the fundamental ideals which we would proudly claim as worthy of our country; for no nation can be held to afford an equity of opportunity to all its citizens if it permits 1/5 of its adult population to remain illiterate.

The American Federation of Teachers feels that inasmuch as public opinion has awakened to the seriousness of the situation, that the issue should not be beclouded, nor the problem artificially minimized.

Definition of Illiteracy

To this end we ask first that the census definition of illiteracy be critically scrutinized. Illiteracy is at present defined as the "inability to write in any language, not necessarily English, regardless of ability to read."

In other words, a person who by limited mechanical dexterity has learned to trace a few set forms, the letters of his name for example, is not regarded as an illiterate.

The National Advisory Commission on Illiteracy, appointed by President Hoover, has formally announced that "its field of operation is limited to illiteracy as defined by the Bureau of the Census."

We cannot censure a Commission which either by executive order or by specific statute finds itself unable actually to fight this great social evil which rests upon the nation. We cannot justly find fault with the ridiculous literature which has emanated from this Commission which would help a person learn to trace his name so as to become a literate, if this Commission finds that its work must be confined to the artificial, superficial boundaries which have been set for it.

We cannot feel that the fault lies entirely with the Illiteracy Commission that its methods

are absolutely contrary to sound pedagogy and all theories of the psychology of learning.

When the objective itself of this work is superficial—simply to enable a person to write his name, it would be of little avail to the Commission to introduce sound and effective pedagogy. After all, when the National Illiteracy Commission of the United States must confine itself to simply enabling illiterate citizens to learn to write their own names—and nothing more—we cannot expect of them that they undertake a truly social, truly educational program.

A Social Issue

We recognize the importance of having the nation informed of this issue. We know full well that public opinion must be aroused as to the seriousness of the problem. We appreciate the necessity of having our people feel that the cure for this great social evil is actually within their reach.

To the extent to which the Commission on Illiteracy functions in this propagandizing field, it is performing an exceedingly useful purpose. However, when propaganda is confused with fact and when the means and methods are mistaken for the result of a campaign, then the purpose of the propaganda defeats itself.

If the National Illiteracy Commission would confine itself to informing people of the great dangers incident to illiteracy, of the grave injustice of illiteracy to one-fifth of our citizenry, of the unquestionable social responsibility of our nation to *all* of its citizens, then the Commission would be performing a notable, noteworthy service. If, further this Commission would put before the people the fact that illiteracy can be eradicated, and that, within a *relatively* short period; that an adult can be taught to read and write so as to help make him an independent social and economic factor in his community—then we should all feel a great debt of gratitude to the Commission.

But this does not seem to be quite the procedure of the Commission. Unfortunately it has without protest, without question, accepted the hopelessly inadequate definition of illiteracy au-

thorized by the Bureau of Census. We were happy that the Commission appointed highly trained experts to make a far-reaching survey and study in the teaching of adult illiterates; but it is at present conducting its work without any reference to what may be the findings of this Survey (to be reported in part in September). It seems to have ignored the excellent government publication on the teaching of adult illiterates, and has instead sent broadcast a ridiculously superficial Manual for Teachers which is utterly contrary to all sound pedagogy. Imagine, for example, a Manual for Teachers, a group which we trust knows that an adult can learn as fast as a child but no faster, and a group which knows how many months it takes to teach the elements of reading and writing—a manual which says "if real progress is made within a short time in reducing illiteracy, a definite program of activities must be planned." *The "short time" given in this Manual for Teachers is twenty-four lessons.*

Inadequate Funds for Work

We deplore the fact that the National Commission on Illiteracy was to set to work without public funds. It has had to accept its funds from whatever generous philanthropic sources it could obtain them. One source of revenue was, and perhaps still is, through the sale of candy.

So unique is this method of raising money for the conduct of a governmental activity, that we pause to describe it. In the offices of the National Commission on Illiteracy, in the United States Department of the Interior, there were placed on sale attractive, quaint packages of North Carolinian pottery filled with crystalized pumpkin, a perfectly delicious confectionery. These packages of sweets, which were placed on sale in March, were to raise the money with which to eradicate illiteracy before the census was taken in April. The cover of these quaintly prepared delicacies was a green mat on which, printed in silver, was the little moonlight school, and over the dear little school house shone the silver moon. Below this touching picture were the words

SWEETS

BEFORE APRIL COMES

This was indeed a touching appeal to be made from the offices of the Department of the In-

terior of the United States government. But somehow, we are inclined to feel that it borders on sentimentality rather than on staunch and true sentiment. To many of us it seemed a sad commentary that the rich United States of America, that the land which offers hope to so many, many people of the world, should have to resort to selling "sweets—before April" in order to wipe out illiteracy.

But we are not primarily concerned with whose fault it is; we are not seeking to place the blame. We are interested only in a vitally important, urgently necessary nation-wide campaign to eradicate illiteracy. And we mean actually to eradicate illiteracy!

To this end we feel the need of a far-reaching governmental program based upon a fully organized plan. We suggest:

1. That illiteracy be redefined; that a person shall have reached a standard of fourth grade literacy (New York State Standard) before he be classed as a literate.
2. That all work in this nation-wide campaign be directed and conducted in keeping with the above stated definition of literacy, and that to that end the methods, devices, literature, lesson plans, etcetera, at present being circulated by the National Commission on Illiteracy (which are contrary thereto), be discarded; that we cease to devote any time or effort to the superficial goal of having a person become "literate" by learning how to trace his name.
3. That the full plan for the campaign be held in abeyance until September when a preliminary report is expected from the survey being conducted with the aid of such experts as Dr. Gray of the University of Chicago.
4. That in keeping with the traditional American policy that the administration of education is fundamentally a state matter, that the actual instruction be conducted under the auspices and immediate control of the state educational authorities.
5. That in keeping with our concept of government that we are a federal government of sovereign states, and that the federal government shall assist the several states and territories when a grave menace con-

fronts them or a great disaster is upon them, that we call upon the federal government to make available to the several states in the present emergency federal funds, with which the states may combat illiteracy, one of the greatest of all disasters which may befall a nation.

George-Hammer Bill

In keeping with such a program and in order to make possible the carrying on of this work, we have drafted a bill embodying these principles. This bill has been introduced into the Senate by Senator Walter F. George of Georgia, and into the House by Representative William C. Hammer of North Carolina.

These men are both practical idealists. Both staunch supporters of states' rights, ardent advocates of genuine Jeffersonian democracy, these men had to be satisfied that the bill drafted by your legislative representative carried out with exacting care the principles of democracy for which they stand. Here is the bill. (S. 4388 and H. R. 12261.)

An Act

To aid the several states and territories and the District of Columbia in combating illiteracy, and for other purposes.

Be it enacted by the Senate and the House of Representatives of the United States in Congress assembled:

That in order to aid the several states, territories, and the District of Columbia in combating illiteracy, there shall be provided therefor one million dollars annually for a period of five successive years beginning with the fiscal year ending June 30, 1932, as herein provided.

SECTION 1.

To the properly constituted state authorities of education of each state, territory, and the District of Columbia shall be paid a portion of the money herein provided in the ratio that the illiterate population of each of the said states, territories, and the District of Columbia bears to their total population as given in the census of 1930, to be administered in the states by said educational authorities to combat illiteracy within that state, in such a manner as to afford equal educational opportunity to all illiterate residents of said state.

SECTION 2.

No portion of the money herein provided shall be used for the construction of school-houses nor for other building purposes, nor shall any portion of it be used for conducting regularly authorized educational work at present being carried on in the elementary, secondary, or higher schools of any of these said states, except for adult work; nor shall more than 1% of the money allotted to any one said state be used for the purchase

of books, equipment or supplies, provided that money apportioned to any state which shall not be used as herein provided shall revert to the United States treasury.

SECTION 3.

The State Superintendent of Schools of each of the states receiving a portion of the money herein provided shall annually submit to the United States Commissioner of Education a report setting forth a full accounting for all money received; the number of illiterates enrolled in the schools under the provision of this act; the number of teachers employed with a statement of their qualifications and salaries; number of hours of actual instruction; number of students enrolled who have reached a level of fourth grade literacy, and such other information as the Commissioner of Education may require.

The Commissioner of Education shall annually submit to Congress a report on the work as herein provided, as it is conducted in all the states, territories, and the District of Columbia.

SECTION 4.

This Act shall become effective July 1, 1931.

This bill embodies sound economy. Franklin Lane former Secretary of the Interior said in a letter to Congress in 1918, that illiteracy costs the nation \$825,000,000 a year. And think what it costs our citizens who by their handicap are denied the right to participate in matters vitally concerning them!

We want this remedial legislation passed by our Congress. We need to make a law of the George-Hammer Bill. And through it help the states eradicate illiteracy and not simply conceal it!

INCOMES, YOURS AND MINE

The National Bureau of Economic Research reports that the average salary of salaried employes in 1927 was \$2,084. The average wage of wage workers was \$1,205. The per capita income in that year was \$745. More significant than even these figures showing the extremely low income of the person who has to work for a living, were figures which show that there were 11,000 persons who received incomes of over \$100,000. The total income of these persons was \$3,232,957,000. Only 18.8% was by any stretch of the imagination earned, while 81.2% or over four-fifths of the total was unearned income; that is, income derived from profits on the sale of real estate, stocks, bonds, etc., capital net gain from sale of assets held over more than two years, rent, royalties, interest on investments, and dividends on the stock of domestic corporations.

After we get plenty of business efficiency in America I hope there will be a crusade to go back to the doctrines of our fathers on the right of every human to regulate his own life as he sees fit.—Clarence Darrow.

Organized Labor and Continuation Schools

Address Delivered to Conference of New Jersey Continuation School Teachers
at Paterson, N. J.

By Carl Holderman, Representative of The American Federation of Full Fashioned
Hosiery Workers

The Organized Labor Movement has a distinct interest in continuation schools. All through its history, the American Federation of Labor has taken a keen and leading part in agitation for the extension of education to the sons and daughters of the working people. This gave rise to the initial campaigns for the public school system itself. But not satisfied with participation in the creation of the present educational system, Labor went further and used its influence to fill the schools with pupils.

The year-long campaign for more adequate working laws and regulations that would take the child workers out of the mill, mine and factory and put them in the class room is evidence of that. Without such legislation on that subject as we now have—due primarily to the efforts of Organized Labor—there would be hundreds of thousands less pupils enjoying the benefits of education than there are today.

The continuation school itself grew out of this demand by the organized workers that children should devote their young years to preparation for the future rather than in earning a small pittance for low-waged households. It is part of the same picture. It recognizes the necessity for provisions for the future education of young folks, even after they have gone to work. The organized wage workers have a more than passing stake, then, in those educational institutions which train their children and those of their fellow-workers. And in the name of trade unionists I can heartily wish you well in the things you are seeking to accomplish.

Cultural Education for Manual Workers

It is of importance to the state and nation that those who engage in manual labor have as high a degree of cultural education as possible. Such a state of affairs makes for a more intelligent citizenship in general, and is of great value in a democracy in particular. Beyond that, such education also equips the working population better to meet their own problems in industry, and to participate democratically in industrial relations.

If the mass of the people are well equipped culturally, all of our social, economic and political problems will be solved the more readily.

The continuation schools have done a good job in this general cultural work. If they are to measure up fully to the things that they should do, they must go a step further. When the pupils of your classes complete their continuation courses, they go out into a world for which they are often illy equipped. They have to face a great number of practical problems, which come to them unexpectedly and of which they have often not heard. These problems are very vital to them, for they affect the very bread and butter which is the reward of their labor. If these young people have no knowledge of the relationships which they are to take up, they will frequently take steps which injure them and the community or refuse to take steps which are of common benefit to all. The public welfare requires that they know something of industrial relations, of what efforts have been made to place such relations on the proper plane in the past, and what is being done in that regard at the present time.

While these pupils are already in industry, they are still in a formative period of their lives and the teachers in the continuation classes have much to do with what these young folks' future actions will be.

Curriculum Suggestions

This leads to the suggestions that there should be added to the curriculum of the continuation schools a regular course in industrial relations. Such a course would be of the utmost practical value. It would give them a glimpse of the information which would aid them to help themselves, to become better citizens of industry and of the nation as a whole. Democracy falls short when it does not include some provisions for the democratic participation by the working people in the decision as to the conditions under which they are to work.

The course should be planned, necessarily, so

as to approach the subject from a viewpoint sympathetic to the efforts to raise the standards of living of the masses of the people, rather than from the viewpoint of an executive concerned largely with exploiting those masses. It is unfortunate that general education in this country has idealized the accumulation of wealth through individual efforts, holding up to the individual the alluring picture of advancement by stepping on the necks of his fellows. This is an utterly false education, as a moment's consideration tells one that it is mathematically impossible for all to rise to the top of the heap. Rather should our educational viewpoint be one that concerns itself with benefiting that great portion of the population who can get nowhere by standing alone, but must help themselves and help the general prosperity of the country by standing together. It is largely members of this group who attend the continuation schools.

Although the great benefits that have followed democratic organization of the workers have been attested to by a growing army of economists, religious leaders and other prominent men and women, it is surprising how little is actually known about this matter.

Organized Labor's Program

It is not enough to point out that those groups of workers which are organized are the highest paid and enjoy the shortest number of work-hours and the best conditions. In addition to that important contribution to the general prosperity of the country, the organized workers movement has also been in the forefront of all humanitarian legislation. No worker who enjoys the protection of the workmen's compensation laws receives that protection except through the past vigilant efforts of his organized fellows. No worker of the future who will be freed from the specter of the almshouse will be rid of that fear except for the same reason. Organized Labor is fighting today as vigorously for protection for the aged workers as it fought in the past for other constructive social legislation. Many organized workers' groups have even gone farther than these direct efforts for the worker and community welfare, and have actually gone out to save the particular industries in which they work from destruction when the employing groups seemed unable to do so. Organized

workers have sometimes had to fight vigorously for the salvation of their industries and for the elimination of the ruinous competition that arises from over-production, against the stubborn opposition of short-sighted manufacturers. That has been the basis of the newer, scientific relations between employers and employees in such progressive industries as the needle trades and the full fashioned hosiery industries.

It is somewhat ironical that employers oftentimes take advantage of the ignorance of the workers by adapting the need for an organization to their own program of exploitation. This has given rise in this country to a number of so-called workers' organizations, created by the employer, controlled by the employer, and which give the workers no real voice in industrial self-government.

Workers should be educated to the necessity of the discussion of their problems through an organization not under the supervision of the employer and not employer-controlled, and of the advantage of real representation in negotiations concerning their mutual welfare.

Unemployment

Unemployment has been much on the front pages of the newspapers lately, and has been of much importance in the workers lives. That is a problem which can be met or greatly ameliorated by more widespread action of the workers' own groups for shorter hours and appropriate and helpful legislation. The continuation school pupils, already members of industry, should certainly be apprised of the aim and objects of these workers' organizations on these vital measures.

The various extraordinary methods now resorted to by selfish employers to crush democratic organization of the workers has attracted widespread public attention of late, and has been thoroughly aired recently in the United States Senate. Is it not of importance, as an educational item, that those people directly affected by these methods, and by the movement at which these methods are aimed, should know the background of the organized workers' groups? It is suicidal public policy that all of these pertinent events should be ignored, in the educational curriculum. Such a policy puts the schools in the alleged position of the ostrich. For the continua-

tion classes, the absence of some discussion of the subject is a serious defect.

It is a particular pleasure for me to speak thus frankly and intimately to you upon this suggestion, for I realize the great interest that you have in the future welfare of these young people and how much time and energy you have all devoted toward a better knowledge and understanding on their part. We look upon you as missionaries of thought, who have a decided share in molding the social forces of the future, through those recruits to our American citizenship who pass through your hands.

WHAT THE MACHINE DOES FOR US

At the present time industry is clearly over-valued at the expense of agriculture. These two great activities are fundamentally out of balance. . . . Mechanization has led to cities so congested that it gives little pleasure to live in them, or to contemplate what will happen if the pressure becomes much greater. By and large the subway is an engine for "pumping us back and forth from places where we would rather not live, to places where we would rather not work."—*Stuart Chase, Technology Review, November, 1929.*

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TRADE UNIONISM IN CHILE

By Michael B. Scheler

The workers of Chile started their organizational activities in the form of mutual aid societies in the fifties of the last century. "The Typographical Society" was the first mutual aid society organized in the town of Santiago in the year 1853 by the typographical workers. The same society organized a similiar society in Valparaiso in 1855.

Other mutual aid societies followed in rapid succession. In 1858 there was founded the "Artisans' Society of Valparaiso" in the town by the same name. In 1862 two more societies were formed in Santiago and La Serena, both being called "Artisans' Union." Both were nothing else but mutual aid societies, pure and simple.

During the last quarter century of the past century the Chilean workers concentrated almost exclusively on the founding of mutual aid and insurance societies of one form or another. In 1870 there were in Chile 13 mutual aid societies; in 1880 there were 39; in 1890—76; in 1900—240; and in 1925 they reached the astonishingly high figure of 600, with 90,000 members. All the foregoing societies were incorporated. In addition there were and are still in existence a number of protective societies that are not incorporated.

It is only during the last quarter of the century that the first signs of workers' class-consciousness became visible. The first workers' organizations dedicated to the enhancement of workers' interests as a class, to the capture of political, economic and social power came into being. Today there are dozens of trade union bodies which are ready to fight the battles of the workers on the industrial field and not merely to minister to their physical ailments, financial difficulties and carnal pleasures.

The Chilean labor movement may be subdivided into three distinct categories: trade union, mutual aid, and Catholic.

In the first category may be included the principal labor body: *The Federation of Labor of Chile* and *The Federation of Societies of the National Union*. The Federation of Labor was organized on September 18, 1909. At first, running to form of all Chilean labor bodies, it was principally an association of various beneficial societies. Gradually it grew more trade-unionistic

and revolutionary in character. On December 19, 1925, at a convention held at the city of Concepcion, the Federation was completely reorganized and its constitution, program and policies were radically revised and predicated upon trade-union principles exclusively. The Federation is now revolutionary in perspective and aims, avowedly communistic in its economic and political demands, and constitutes numerically the strongest labor body in Chile today. Its present membership is estimated at 136,000. It publishes several dailies and reviews, some of them in co-operation with the literature department of the Communist Party.

The Federation of Societies of the National Union is another influential labor body consisting exclusively of Catholic workers. It was founded in 1908. With it are affiliated 30 societies with a total membership of 3,050.

To the second category belongs THE SOCIAL LABOR CONGRESS. It wields a tremendous influence in Chile. It was organized in 1916 and with it are affiliated all mutual aid societies of labor and trade unions. It has a membership of 50,000, associated with about 350 distinct societies. To this category also belongs The Federation of Societies of the National Union, which in reality is more of a mutual aid society of Catholic workers than a trade union body.

To the third category belongs the Federation of Societies of the National Union and several other independent Catholic societies.

If our teachers are themselves students, and if they continue to be students until the end of their teaching days, if they have unbounded faith in the dignity and the greatness of their occupation, all will be well.—*Principal Wallace, University of Toronto.*

LABOR SECTION OF THE LEAGUE OF NATIONS SUBSTITUTES PEACE METHODS FOR WARS BETWEEN NATIONS

By John H. Walker, President, Illinois State Federation of Labor

The labor section of the League of Nations is a vehicle through which the nations that have made the greatest advance in economic progress can meet in conference with the representatives of the less fortunate nations and give to them the benefit of their experience, and information appertaining thereto, and of their judgment, and exert their moral influence in appealing to those nations to voluntarily undertake the establishment of practical and desirable economic progress.

This method of raising the economic standards of those nations lowest in the economic scale, to relieve the pressure holding back the farthest advanced, release from which pressure enables the progressive nations to make additional progress, seems to be a more enlightened and Christian way than was the method pursued formerly of attacking those nations with armies and navies, invading their territory, seizing them, abolishing their government setting up and imposing on those peoples, foreign governments, for the purpose of their (the nations seized) betterment (?).

The unfair competition of nations having low standards of working conditions of labor, low wages and long hours, low standards of education—of living, has caused about as much conquest by armed invasions as has greed and the desire to increase their territory on the part of aggressive nations. If the labor section of the League of Nations can (in addition to solving this problem) develop the sort of understanding and friendly relations that will result in the exchange of needed products on the part of these nations in a helpful way, it will have accomplished practically all the things that armed invasions, subjections of people to military dictatorships has accomplished in the past. That is real, and the right kind, of national self-determination.

Former President Samuel Gompers of the American Federation of Labor had these things clearly in mind when he fought so patiently, yet ceaselessly, with all of his strength, influence and matchless ability, to bring about the establishment of the labor section of the League of Nations.

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As a result of the action of the International Labor Office, seven of the European countries have adopted, and are enforcing, the eight-hour day. In sixteen European countries, women may no longer be employed at night. This is also true of India, and this summer a national fete was held in Japan to celebrate the liberation of 180,000 women from toil during the night watches. Boys or girls under fourteen years of age may no longer be industrially employed in fifteen countries of Europe, nor in Japan, Chile nor Cuba.

Public employment offices have now been set up to help the workless to find jobs in twenty European countries, and in India and Japan.

There have been twenty-eight conventions adopted by the International Labor Office. Those conventions are, in effect, national labor laws. There have been 377 ratifications of those labor laws which means that there have been 377 national labor laws adopted by the different nations in the world, improving the conditions of men, women and children who work for a living. That means that a new code of international law has been brought into existence dealing not with war or frontiers, but binding the nations to set up and maintain a higher standard of industrial civilization.

The work of the International Labor Office is felt in Asia, where the rising industry of the East is learning from it to avoid the mistakes which have cost so much hardship and misery in the West. It is felt in Africa; it is felt in Canada, South America and Australia.

The necessity for international action, if the status and fortunes of the workers are to be raised to a higher level, has now been so thoroughly proved that what seemed to many an idealistic fantasy ten years ago, has today become a solid and indispensable reality.

The International Labor Office was founded on the theory not only of improving as far as possible the lot, the standards of labor and of life, of the workers, but also because strong convictions are held that war can only be ultimately abolished when social justice has been established. The belief on the part of those who are best informed as to the International Labor Office is, that it will be a very helpful agency in establishing social justice for the workers throughout

the world—that its efforts will expedite this much desired end by intelligent, practical, as well as scientific and peaceful means.

AMYL, ETHYL, METHYL: ALCOHOL SISTERS

Industrial alcohol—the only kind legal in the U. S. today, except for medicinal use, is of three different kinds, generally speaking. Least important of the three is amyl; best known to laymen is probably ethyl; the third is the thoroughly poisonous methyl, or wood alcohol.

The -yl suffix which forms the endings of these names, and makes them sisters among words, meant originally "wood," and later simply "material." Amyl alcohol, which occurs in fusel oil, is etymologically related to starch; it is a by-product of ethyl alcohol. Ethyl has a much longer story to be told about it.

Ether is the oxide of the chemical hydrocarbon known as ethyl. Ethyl alcohol is the hydroxide of ethyl—as a chemist would express it. Ether is today the name of one of two things: in physics, the ether is the hypothetical medium which fills space (distinguished from air or any gas or gaseous mixture) and is not displaced by other objects, fluids or solids; in chemistry, ether is "a light, volatile, mobile, inflammable liquid," commonly used as an anesthetic. There are other ethers in chemistry, but the one mentioned is the best known. With the physical ether is associated the name of the mathematician Einstein, who has formulated many of its hypothetical properties.

First of all, however, the ether, according to the Greek philosopher Aristotle, was regarded as an element composing the substance of all the heavenly bodies and fixed stars, including the moon. The upper regions of space, the clear sky, were also called the ether, whence comes the word ethereal. The Latin "aether" came, according to Webster's New International Dictionary, from a Greek word akin to "light up, kindle, burn, blaze." From this beginning, then, comes ethyl—the "eth—" from ether, plus the suffix "-yl."

Methyl alcohol is called wood alcohol, because it is frequently distilled from wood. It is dangerously poisonous if taken internally. Under the laws enforcing the prohibition amendment, methyl alcohol has been used to denature, or render unfit for drinking, alcohol intended for commercial purposes.

The name methyl is fanciful in its origin. Methyl or wood alcohol has also been called wood spirit, suggesting its distillation from wood. The name methylene was coined to correspond with "wood spirit," from the Greek word for wine plus the word for wood.

"It is when the task is mighty and the outcome deep
in doubt,
The richest joys are waiting for the man who'll work
it out."
—Edgar A. Guest.

THE WOMEN M.P.'s IN BRITISH HOUSE OF COMMONS

Thirteen women have been elected members of the House of Commons as a result of the general election held in Great Britain on May 30. Of these one is a Liberal, three are Conservatives, and the remaining nine represent the Labor Party. The solitary representative of the Liberals is Miss Megan Lloyd George, daughter of the Liberal leader, who will sit in the House in company with her father and brother. The Conservative members in the new House will be Lady Astor, the Duchess of Atholl and Lady Iveagh.

All the women Labor members of the old Parliament, with the exception of Mrs. Dalton, who did not wish to stand again as she thought she could do more useful work on the London County Council, were re-elected. The re-elected members are Margaret Bondfield, Susan Lawrence, Jennie Lee and Ellen Wilkinson. The new members who will join them are Dr. Ethel Bentham, Mrs. M. A. Hamilton, Lady Cynthia Mosley, Dr. Marion Phillips and Miss Picton-Turberville.

Margaret Bondfield (Wallsend) is the Chief Woman Officer of one of the largest British trade unions, the National Union of General and Municipal Workers. She was a member of the 1924 Labor Government—in the Ministry of Labor under Tom Shaw—and was thus the first woman Minister in Great Britain. In 1923 she was elected first woman chairman of the British Trades Union Congress. In the present election she was opposed by a Conservative, a Liberal and a Communist, but was elected with a vote of 20,057, her majority over the Conservative being 7,105. Her Communist opponent only received 744 votes.

In the new Labor Government Miss Bondfield has accepted office as Minister of Labor, an office which carries Cabinet rank. She thus becomes the first woman Cabinet Minister of Great Britain and in consequence the first woman member of the Privy Council.

Susan Lawrence (East Ham, North) is at present vice chairman of the Labor party. She was a member of the London City Council till 1927, and was vice chairman for a year. In 1923 she was elected M. P. for East Ham, a seat which she lost however in 1924. When a by-election became necessary in 1926 she regained the seat with a majority of 1,627 over the Con-

servative. In the recent election her majority rose to 2,164 and she increased her vote from 10,798 to 13,969.

Miss Lawrence, who did such splendid work in the debates on the Local Government Bill introduced into the last Parliament by the Tory Minister of Health, has been entrusted with the office of Parliamentary Secretary to the Ministry of Health in the new Labor Government.

Jennie Lee (North Lanark) is the young school teacher daughter of a miner, who brilliantly won North Lanark in a three-cornered by-election in March by a majority of 6,578 over the Conservative.

Three months ago she was opposed by a Liberal and a Conservative, but in the recent election she had only one opponent, a Conservative, who received 15,680 votes. Miss Lee's vote increased from 15,711 to 19,884, substantially because of the new young women voters.

Ellen Wilkinson (Middlesbrough, East,) is a trade union organizer, a brilliant journalist, and the author of a novel written round the National strike of 1926. In the general election of 1924 her majority in a three-cornered fight was 927, but in the recent election, also a three-cornered fight, she increased this to 3,199 over the Liberal. Her vote rose from 9,574 to 12,215.

Dr. Ethel Bentham (Islington, East,) is a doctor of medicine, a member of the National Executive of the Labor Party, and was for thirteen years a member of the Kensington Borough Council. She contested Islington on three previous occasions and was on the present occasion successful in a three-cornered fight with a vote of 15,199 and a majority of 1,558 over the Conservative.

Mrs. M. A. Hamilton (Blackburn,) has contested this division once before. Blackburn elects two members and in the recent election the two successful candidates were representatives of the Labor Party. Mrs. Hamilton, who is a journalist, author and literary critic—she has also written a biography of MacDonald—topped the poll with a vote of 37,256, and received a majority of 2,007 over the Conservative.

Lady Cynthia Mosley (Stoke,) is the daughter of the late Conservative Foreign Minister, Lord Curzon of Kedleston. She is the wife of the Labor M. P. Sir Oswald Mosley, and is one of the most notable recruits won by the Labor Party

from the ranks of the aristocracy. In the recent election she won the seat for Labor in a straight fight against a strong Liberal candidate, with a vote of 26,548 and a majority of 7,850.

Dr. Marion Phillips (Sunderland,) like Mrs. Hamilton, was contesting a two-member constituency, and in this case also both Labor candidates were elected, Dr. Phillips heading the poll with a vote of 31,794. Her majority over the Conservative was 2,164. As Chief Woman Officer of the Labor Party, Dr. Phillips is also well known in other countries. During the war she took part in an International Women's Conference. She grew up in Australia, and is a Doctor of Economic Science of London University.

Miss Picton-Turberville (The Wrekin, Salop,) joined the Labor Party in 1918, and has a long record of social service. She has fought three elections for the Labor Party in three different constituencies. In the first she increased the Labor vote by four thousand; in the second she increased it by 2,000; and in the recent election she defeated a Conservative and a Liberal candidate to win the seat for Labor with a vote of 14,569 and a majority of 2,862 over the Conservative.

Already these women have between them a wonderful record of public service. In the new House of Commons they will not be slow to find opportunities for making their influence still more widely felt, and they will be able to give special assistance to the Labor Party in Parliament on all questions specially affecting the interests of women and children.

COURTS AND CRIMINALS

It is possible to trace in all of our courts, at the present moment, what has been called "dual philosophies in the treatment of crime." Acting upon one theory, the crime itself is punished according to a well established code—so many years in the penitentiary for this crime and so many years for that. On the other hand, there is a growing tendency to individualize punishment, to find out what is fitted to a given criminal in order to deter him from further crimes and if possible to re-educate him.—*Jane Addams, December Graphic Survey, 1929.*

THE NEW WORLD IDEAL

This new ideal of a world unity that is emerging with the birth of a world-consciousness in hearts and minds everywhere, has not yet been translated into the concrete terms of any hard and fast program. It is not a dogmatic creed, but a living faith and a burning hope.

—John Herman Randall.

VICTIMS OF LAWLESS "BOSSSES"

One hundred and seventeen children under 16 years of age were injured in industrial accidents in Illinois during the year ending June 30, 1929, and 65.8 per cent of these boys and girls were employed illegally, says a bulletin just issued by the Illinois Department of Labor.

The accidents include only those for which compensation is paid, so the actual number of working children injured will run much higher.

The Illinois workmen's compensation act provides that 50 per cent additional compensation must be paid where it is proved that the victim of an accident was employed in violation of state labor laws, but this penalty does not seem to deter employers from hiring children for dangerous jobs.

One 10-year-old boy, employed in a clothing factory, had his hand mutilated when he caught it in a machine. The employer is still contesting payment of compensation.

A person would hardly expect to find a 14-year-old girl operating machinery in a farm implement factory, but the bulletin reports such a case. The machine cut off one of her index fingers.

Nearly one-half of the accidents occurred to children operating machines such as power-driven saws, emery wheels, stamping presses, and various types of cutting machinery.

There is nothing in the bulletin to indicate that any employer was criminally prosecuted for violating the child labor laws.

—Labor.

A FEW DONTs

DON'T forget that organization increases wages and shortens the working day, making work steadier.

DON'T condemn the Labor movement because you know of "objectionable features." Every man and every human institution has some imperfections.

DON'T "wait for the others." Others are waiting for you. Some must be among the first—why not you?

DON'T let so-called "independence" prevent you from being unselfish. We are all dependent on someone or something. "No man stands alone." Get closer together.

DON'T be a non-unionist "because unions are not run right." Get into one and help keep it "in the straight and narrow path."

DON'T put it off. "Procrastination is the thief of time"—and of good intentions.

DON'T say: "Unions can't accomplish their purpose." They do! Over 7,000,000 of union men say so!

CALL SYSTEM

The Natal Teachers' Society has a protective plan an account of which may be interesting and suggestive to our locals.

The following is an outline of the scheme:

1. Every member of the Society may join the Call System.
2. The amount per call will be 2/6 (60 cents) per member.
3. On the death of a member the amount in Call will be paid over to the legatee.
4. When the death of a member of the Call System occurs, the Secretary of the Fund will inform all members and ask for their next 2/6 call.
5. Upon joining the Call System, members will pay 3/-, 2/6 being the first call, and the extra 6d. for expenses in connection with the fund.
6. Failure to meet a call within fourteen days after receiving notification to do so will entail the member concerned being removed from the Call Fund Roll.

If any local is interested in this benefit, we are sure that the secretary of the Society, P. Cameron-Ford, will answer questions and give details. The address is 11 Anstey's Buildings, Durban, Natal.

A FELLOWSHIP IN HOME SAFETY

A graduate fellowship of \$1,000 is offered for the academic year 1930-31 by the National Bureau of Casualty and Surety Underwriters for a study of home safety as an index of good home management. Although the home is responsible for one quarter of the annual toll of 100,000 accidental deaths in the United States, no work has been done so far in this field that is comparable with the work that has been done in the industrial and traffic fields. Studies of industry and traffic indicate that safety is immediately correlated with efficiency of production and with efficiency in the movement of traffic. Safety will undoubtedly turn out to be similarly only one aspect of a well-managed home. To study this situation in detail is the objective of the fellowship.

The work will be under the general direction of an advisory committee containing representatives of the American Home Economics Association, the National Safety Council and the National Organization for Public Health Nursing. The work may be carried on at any university having a properly qualified home economics department. A candidate should be able to complete the work for the Doctor's degree within the year and the study should furnish the subject matter for the thesis. Applications may be made to Albert W. Whitney, National Bureau of Casualty and Surety Underwriters, One Park Avenue, New York City. This is the seventh of a series of graduate fellowships in the field of safety education that is being maintained by the National Bureau of Casualty and Surety Underwriters.

SCHOOLS NEED SPECIALISM

By Professor James F. Hosie
Columbia University, formerly of Chicago
Normal College

The general teacher of elementary school education should be supplanted by the specialist. There is no scientific basis for the present custom of assigning forty children to one guide and helper, for a semester or a year, in all classroom activities. The practice evidences tradition, not scientific management. Its validity seems never to have been investigated, although common sense is against it. At home the child enjoys the companionship, care and direction of two parents and often additional relatives. The very fact that every person is individual means that each one of us has something different to contribute to the growing child's experience. The child should not be deprived of these contacts in school.

The distinction between "curricula" and "extra curricula" should not be applied to the modern elementary school program. Art, music, dramatics, cookery, dancing, school publications and other so-called "extra curricula" activities are no longer to be regarded as fads and innovations.

The teachers will constantly join forces in guiding the activities of the pupil, each teacher contributing as she can from her special field. The children will do more than "pursue" courses; they will learn how to live.

TRADE UNION WOMEN CALL INTERNATIONAL CONFERENCE

Amsterdam—(FP)—The International Committee of Trade Union Women, which has met in Amsterdam under the chairmanship of Johann Sassenbach, general secretary of the International Federation of Trade Unions, determined to hold an international conference of trade union women next year in connection with the International Trade Union Congress.

At the meeting of the committee, discussion of the right of married women to employment in competition with men who are heads of families, and of means of raising the wage scale of women in industry, led to two declarations. The first was that the trade union movement cannot discriminate against one specific group within the working class, although it may reasonably give heed first—in time of serious unemployment—to the economic necessities of applicants for work. The second declaration was that women wage earners can hope for higher wages only through union organization. It asks the unions of men to aid the organization of these women into the trade union movement.

BOOKS

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

—Emily, Dickinson.

THE NEW EDUCATION IN AUSTRIA

By Mark Starr, Brookwood, Local 189

Visitors to Europe are loud in their praises of the model houses provided for the workers in Vienna which are in large part financed by a severe taxation of luxuries. It seems from *The New Education in Austria* (John Day Co., \$3) that the building of the temples of the mind for the on-coming generation there merits similar attention and admiration. The author, Robert Dottrens, is a Swiss inspector of schools and his enthusiastic survey is supplemented by comments and explanations from Paul L. Dengler, a prominent Austrian pedagogue and one of the leading exponents of student self-government. Between them they have given a complete and inspiring picture of the new Austrian school system which every educational worker will find fruitful of new ideas.

Everybody knows that Austria lost out in the blood bath of 1914-18. The Hapsburg Empire was cut to pieces to multiply the miles of frontiers which make political Europe look like a weird jig-saw puzzle. The population of Austria was reduced from fifty-one to six millions, a third of which were in Vienna—a throbbing economic heart cut out from its body and expected to live alone. But out of these difficulties, the nightmare of inflation and the bitter poverty, a new Austria arose. In no department of public life were there greater changes than in education:

"What elsewhere experimental schools have tried and carried out to success under favorable conditions, becomes part of a normal general schedule in elementary schools at Vienna. *Arbeitsprinzip* (principle of self-activity) *Bodenständigkeit* (use of the accustomed environment of the child), and *Gesamtunterricht* (concentrated instruction)—these are the three characteristics in every Austrian children's class. The rigid schedule has been done away with, and from everywhere brisk life penetrates a school, which is no longer a mere form, but has grown to be a factory, museum, park, street and open country. New Austria, struggling hard to keep her ground, has regained her place near the sun. She is still a spiritual power, also, in other fields—in the sciences, technics, and medicine, in the

theater, literature and social welfare, highly esteemed in the cultural life of the nations."

Education previously had to train "faithful subjects, docile workmen and obsequious officials" but now it has to "strengthen the republican regime" and become "the first instrument of economic revivification." Military and Swedish gymnastics were given up. Co-education, no longer thought to be immoral, was adopted. New types of well equipped schools were built. Text-books were completely changed and their publication undertaken by a public company in which the city of Vienna holds 60 per cent of the stock:

"These books are noteworthy both for their artistic presentation and for the clearness of the printing and the number of illustrations. They are furnished to the pupils free, as is the rest of the school equipment."

The reading books are never longer than fifty to one hundred pages and they are frequently changed during the course of the year to awaken fresh interest.

"Nearly one hundred of these little books have appeared for use in the elementary school; they furnish a very wide choice of literature by authors both national and foreign.

"Besides these, books of grammar, arithmetic, history and geography, popular books of science, music, etc., have been published. Under the direction of V. Fadrus, charming collections of pictures to illustrate the teaching have been brought out: to supplement stories, history, geography, industries and professions, and natural history"

How do the teachers fare under the new regime? Mr. Dottrens shows that the school children of Vienna fell in number from 237,000 in 1914 to 128,000 in 1925 but the teachers decreased only from 8,600 to 6,500:

"When, overnight, the city might have discharged 2,000 elementary teachers and added them to the already formidable number of unemployed, she thought it better to make use of this temporarily surplus force in carrying out her projects. . . . The number of pupils in the classes was reduced by half; the average fell from 44 to 29, thus permitting the work of teaching under normal conditions."

Married women are allowed to retain their positions and enjoy equal rights, A definite appointment must be given after two years of work and *after 35 years of service the teacher receives a pension which is 90 per cent of the last salary.*

In the agreement made with the organized teachers, they are protected from unjust dismissal:

"Heretofore, observations on the teacher's work were kept secret and went into records that he was not allowed to see; now they are returned to each man. At the end of the year the inspector writes out his criticism of the work done, whether good, adequate, or inadequate, on a special form; the teacher countersigns this form. If he thinks the criticism is unjust, he has the right of appeal before a committee composed as follows: three members of the teaching staff, one chosen by the teacher himself, two delegated by the whole teaching body to represent it on this committee; a fourth member, the chairman, may be chosen outside the school personnel."

If the charge "inadequate" is sustained, promotion and increase of salary are withheld and if repeated the next year, the teacher is asked to resign. In the secondary schools the staff have the right of nomination of candidates for any vacant post and their choice is rarely refused ratification.

Another striking feature in the present education in Austria are the Parents Associations which co-operate with the teachers to secure a good understanding between parent and teacher, to assure the intellectual and physical growth of the children, to arrange instructive lectures and concerts, excursions and recreational activities. In Vienna these bodies are very active:

"During the school year 1925-6, they opened twenty reading rooms, organized fifty-two courses (gymnastics, rhythmic gymnastics, violin, mandolin, singing, English, Esperanto, drawing, manual training, embroidery). They bought thirteen pianos and thirty-nine machines to project lantern slides, and furnished the necessary money to give six hundred and thirteen under-nourished children a vacation in the mountains. . . . The chief value that these parents' associations have lies inherent in the fact that they have understood and supported every effort toward school reform."

Enough has been said above, let us hope, to interest the reader in the attempt in Austria to rescue education and make it an agency for progress. Mr. Dottrens has included a wealth of syllabi and lesson programs to satisfy the most curious. One thing remains to be said: All the above advance in education rests on the fact that since 1920 the Socialists have maintained a majority in Vienna and that in the Federal Government in 1919 Otto Glockel was minister for education and inaugurated these reforms. As a Socialist and a onetime teacher, he built up a staff of competent educators. Teachers not politicians ran the educational boards. In the plans

for a good society, a good school was possible. Reaction has reared its ugly head in Austria as elsewhere since 1919 but much of permanent value remains unimpaired to make a sure foundation for a better world in a better education.

COLLEGE CONTROL IN MICHIGAN

A study of the academic "vermiform appendix," and the "Michigander-step," in several institutions, published in 1929, by the Antioch Press, has been commented on by Dean Max McConn, of Lehigh University, in the *Survey*, Feb. 15, 1930, as follows:

This little book is much broader in scope and interest than its title would suggest. It should be read and pondered not only in Michigan and not only by persons especially interested in colleges but by Americans everywhere who have any concern for the vital inter-relations of education and democracy. Narrowly considered, its theme is the trustee-president form of government peculiar to American colleges and universities. After an initial statement of his thesis, Dr. Kirkpatrick proceeds by reviewing at length the recent sensational upheavals at the University of Michigan and at the Michigan State Agricultural College, resulting in the resignation of President Little and the outrageous dismissal of President Butterfield. He shows pretty conclusively that the fundamental difficulty in both these instances lay in the trustee system and the "hired man" status of presidents and professors alike. This part is inevitably rather juicy reading, but it is handled with restraint and careful fairness; Dr. Kirkpatrick is not attacking individuals but exposing a system. Next he pictures the less turbulent but still unhappy situations in the Michigan normal schools and in three greatly differing private institutions (Battle Creek, Albion, and Olivet).

In the course of this demonstration by the method of concrete examples, Dr. Kirkpatrick is able to show how subtly and powerfully this form of government, by public-spirited and well-intentioned but inexperienced laymen, poisons the very well-springs of vital education, destroys the self-respect and initiative of professors and students and even of presidents, makes for traditionalism and formalism and "safety first," invites petty intrigues, and checks experimentation and any

outward and forward-looking views and efforts. And he drives home the fact that the same system of lay government operates in our secondary and elementary schools, through superintendents and principals instead of presidents, with similar evil results.

The day of any general abandonment in this country of the trustee system is, of course, remote. But we already have with us experimental and experimenting colleges. Perhaps some institution may be found bold enough to experiment with this fundamental problem of government. After reading Dr. Kirkpatrick's book one feels that such an experiment might yield results even more significant and fruitful than any of the present adventurings with new curricula and methods and living arrangements.

The *Detroit News*, Jan. 5, 1930, gave a lengthy and very understanding review of the work, as for instance in the following paragraph:

In several chapters, reviewing the vicissitudes of Dr. Clarence Cook Little, former president of the University of Michigan and Dr. Kenyon L. Butterfield, formerly of Michigan State College, Mr. Kirkpatrick contends that the basic question is not whether the trustees are competent or incompetent. He aims only to call in question the trustee system of college control, he says, as it now exists and "to suggest a better possible way."

A WORLD MADE ONE?

By Mark Starr, Brookwood, Local 189

Lindbergh has just declared to a world radio audience that aviation does not fit into the old political frontiers of the petty little sovereign states. Wells in Britain, Delaisi in France and others have pointed out for many years that independence of nations is a myth obscuring the reality of the economic interlocking of the world. Owen Young has declared that no nation can live its life to itself and that no nation can maintain a high standard of life for long if other groups are at the poverty line. The U. S. A. now has \$14-15 billions of foreign investments and the total increases by a billion yearly. The way in which Big Business recently gave the quietus to the anti-Soviet trade agitation also indicated the urgent need felt by U. S. capital-

ists for foreign markets. So the "entangling alliances" denounced by Washington in the 18th century grows apace in the 20th. John H. Randall, in *A World Community* (Stokes \$2.50), declares:

"The interests of nations are no longer separate and isolated but all bound together inextricably by a thousand and one new economic ties and relationships that had no existence whatever a century ago. No nation, not even the strongest, is in a position to break with the others without depriving itself of the sources of its indispensable supplies and of its necessary customers, and consequently, without bringing ruin upon itself."

The whole book describes interestingly the forces making for world unity and the obstacles encountered and every teacher of geography, history or civics would find it suggestive. One big gap is the failure to deal with the workers' international organizations. If wars are caused by the hunt for markets and the need for spheres of investment, what other group than the workers has the economic incentive to demand a higher standard of life so that the "surplus goods" can be consumed at home and to demand the cessation of profits? Then too it is too easy an assumption to think that only *nationalist* wars may occur. In his outline, a religion for a world community, Mr. Randall ignores the new feelings of solidarity and class consciousness which slowly but surely are growing amongst the exploited workers and which may alter the alignment of the forces in any future conflict. A super-national capitalism evolving out of the huge world trusts might bring the peace of the graveyard for the workers movement.

THEY WILL SAY

Of my city the worst that men will say is this:
You took little children away from the sun
and the dew,
And the glimmers that played in the grass
under the great sky,
And the reckless rain; you put them between
walls
To work, broken and smothered, for bread and
wages,
To eat dust in their throats and die empty-
hearted
For a little handful of pay on a few Saturday
nights.

From "Chicago Poems" by Carl Sandburg. Copyright by Henry Holt and Company, New York, 1916.

HOW THE WORLD GOT THAT WAY

Radical Scholar Explains the Coming of Imperialism

By Mark Starr, Brookwood, Local 189

Workers' education groups and teachers especially should see that *World Politics in Modern Civilization* (650 pp., Knopf, \$7.50) stands easily available on the shelf of the nearest library because it is a veritable Baedeker to modern institutions. Its author, Harry Elmer Barnes, with his amazing industry and encyclopedic range of knowledge, has organized a vast mass of information about the origin and basis of the ideas and practice of the great imperialist powers of the world. Excellent maps supplement the text. Apparently that is Professor Barnes' job in the U. S. A.—to marshal knowledge, and his scholarship for this creative task is of a high order.

History in his hands is certainly not news from the graveyard or collections of unrelated tidbits of knowledge, and much less is it the drum-and-trumpet record which has befouled the pages of many history texts in the past. History is a clue to our present feelings and institutions; it makes us realize how shortlived they are and how they can be altered; it advises us against deception and forewarns us of danger. Barnes thus motivated investigates the growth of nationalism, the expansion of modern capitalism and the rivalries of Empires.

If you want to know the background of the Indian Nationalist struggle and of the tangled skein of Chinese happenings, the copious index will put you on the track. The part played by the various nations before, during and after the war receives unflattering analysis. Strong in its explanation of Imperialism, the book is weakest in its summary references to the Marxian theories, all of the criticisms of which have been taken at their face value. From an explanation of the challenge to the old theory of the plugged-up trade routes as the chief incentive to the voyage of Columbus down to a lengthy and valuable commentary upon the Sacco-Vanzetti case, Barnes makes accessible the fruits of modern scholarship. The legend of the holy war (1914-1918) is the main target of the latter chapters of the book. Every new document confirms Barnes' long-cherished heretical scepticism about the alleged sole guilt of Germany. Politicians

like Dwight W. Morrow now publicly declare that Germany was not the only culprit. It is now known, and not maybe either, that as early as 1912, French and British military staffs considered the ignoring of Belgium's neutrality in case of war. Barnes has specialized in hunting down the evasions and wartime lies made by the majority of his historian colleagues. Necessary work? Yes, but leading to a preponderant interest in guilt investigation of war in the past instead of a more necessary emphasis on the danger of war in the present and future. A more extensive account of the workers' attempts in international industrial and co-operative organizations and in the international language movement to cope with the dangers of nationalism would also enrich the book. This, however, tends to be a cavilling over a minor matter in view of the thoroughness with which the author indicts the Imperialism of the U. S. A. and other groups and proposes ways in which they can right the wrongs which they have inflicted on the world.

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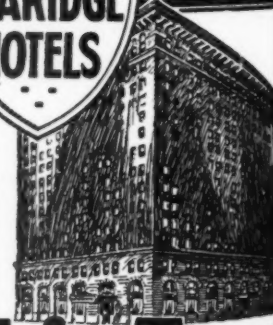
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CLARIDGE HOTELS



Memphis, Tenn

FINANCE WRITER ADMITS POVERTY BREEDS CRIME

New York—(FP)—Pres. Hoover's law enforcement commission, running down the causes of crime, might take a look at figures prepared by the bureau of labor statistics of his own labor department, believes Ranulph Kingsley, financial writer. There he will find that 25,000,000 factory and office workers in the United States receive less than \$25 a week. Kingsley says the President should name another commission to trace the connection between poverty and crime.

If American business men sincerely want to reduce crime, says Kingsley, they could cut it to one-tenth within 10 years by paying a living wage to their employes. "American business ethics?", said Kingsley. "Buncombe. Considering the really great extent of unethical dealing by American business men, the fact that their employes are as honest as they are is remarkable. It is proof that the natural tendency of the working class is to be honest.

"One-fifth of the population," according to the financial writer, "is paid a bare subsistence wage which does not make the prospect of a lifetime of 'honest work' attractive. The stock market plays its part by placing a new and permanent burden on American labor. The worker faces the prospect of working for years to come on an endless treadmill to earn the dividends and interest promised by expanding corporations.

"Many employers set their employes a dishonest example. They misrepresent values, adulterate goods, manipulate markets, gouge help and publicly practice piety for personal profit."

"One of the tragedies of unemployment is the almost total lack of public interest in the problem except during industrial crises when attention is usually concentrated upon measures of emergency relief."—Report of Economic Advisory Committee to the President's Conference on Unemployment.

"It is better social cost-keeping to add the overhead burden of unemployment to those goods which are responsible for irregular employment, than to draw it from the savings of the working group."—Henry S. Dennison.

MORE OUTPUT, FEWER WORKERS; LABOR IS DISPLACED BY MACHINE

"The advance of machinery has never been so swift as here in the United States during the decade of the nineteen-twenties," said Dr. Julius Klein, Assistant Secretary of Commerce, in a radio address on the "machine age."

Dr. Klein is hopeful that eventually new wants and new "service occupations" will care for workers displaced by the machine. While "technological unemployment" brings distress, he said, the difficulty may be bridged with the aid of government officials and employers.

Dr. Klein did not list "service occupations" which will care for displaced workers whose number can be indicated by the following statement:

"Taking American industry as a whole we find that the average wage earner produced more than half again as much merchandise in 1927 as he did in 1919."

The federal official called attention to a plant in a middle western State that turns out completed automobile frames almost untouched by human hands.

"Each frame remains on conveyors nine-tenths of the time," said Dr. Klein. "To supervise this vast 'automat' about 200 men are employed. The plant turns out between 7,000 and 9,000 automobile frames every day. The almost incredible efficiency of our new American machinery could scarcely be illustrated in a more striking fashion.

"Let us look at a few other specific instances. A calculating company speaks about a new high-speed gear shaper that brought about an increase in production of 418 per cent. In the plant of a company manufacturing printing presses one new bending machine paid for itself in three weeks through the savings it effected. Another firm put in 10 new machines and nearly tripled the output in the operations involved. These examples could be multiplied 10,000 times."

BILLS TO CURB BOSTON CENSORSHIP

Bills to curtail the powers of Boston officials to interfere with books, plays and meetings which they oppose have been introduced in the legislature by the Civil Liberties Committee of Massachusetts. The bill relating to books was introduced at the instance of the State Librarians' Committee, backed also by some publishers and booksellers.

The four bills provide for removing the censorship of public meetings held on Boston Common and other parks in the State; for the revocation of a theater or hall license only after public hearing and a written statement for the reasons for the action; for a finding of obscenity against a book only when the book is considered as a whole and for the repeal of the ancient blasphemy statute.

FIRST INTERNATIONAL UNION

The International Molders' Union, which extended its jurisdiction to Canada in 1861, was the first international union in the American labor movement.

SCHOOL OF THE AIR HAS VAST POSSIBILITIES

The "American School of the Air" began its first term last week. The first subject was American history; the story of Columbus was told over the radio, and then an orchestra played selections from the music of the day of Columbus. Fifteen hundred thousand in more than 20,000 schools throughout the nation listened in.

The possibilities of such a school are so vast that they almost frighten one.

Radio makes it possible for every child in America to get instruction from the greatest educators the country affords, equipped with resources that only a great university can equal.

How many colleges know anything about the music of A. D. 1492? A handful, at most. Yet now, children by millions can hear it; and nothing could do more to make the period of Columbus real and alive.

It is a pity that this great work must be conducted by gracious permission of the radio monopoly, and that R. C. A., whenever it sees fit, may levy a tax on education. One would think the childhood of America might claim eminent domain of the air. But the possible gains are so great that education can afford to pay tribute to monopoly—if it must—until such time as we acquire sense enough to destroy it.

—Labor.

HARVARD SOCIALISTS CHAMPION SCRUB WOMEN

The Harvard Socialist Club has entered the list as champions of the twenty scrub-women whose discharge was caused by the fact that the state minimum wage commission asked the University to raise their pay from thirty-five cents an hour to the legal rate of thirty-seven cents.

The club wrote and published a leaflet, "What Harvard Teaches," the story of the twenty scrub-women, which calls in no uncertain terms for the organization of labor in all fields and for the lining up of the students with the cause of labor. It ends by saying, "How much faith, fellow students, can we put in the teachings of social science professors who rely for their bread and butter on the good will of the autocrats whose social philosophy has been exposed by the case of the twenty scrub-women?" Copies of the leaflet on request.

MY CREED H. A. Walter

I would be true, for there are those who trust me;
I would be pure, for there are those who care;
I would be strong, for there is much to suffer;
I would be brave, for there is much to dare;
I would be friend of all—the foe—the friendless;
I would be giving, and forget the gift;
I would be humble, for I know my weakness;
I would look up—and laugh—and love—and lift.

General News

141 MILLIONS IN NEW YORK SCHOOL BUDGET FOR 1931

The largest school budget in the history of New York City, calling for an expenditure of \$141,296,636 in 1931, was adopted by the board of education in the form of a proposed departmental estimate subject to the approval of the board of estimate. The budgetary estimate represents an increase of \$4,883,079 over this year's.

LABOR CHIEFS TO ADVISE ON JOB STATISTICS

Arthur O. Wharton, president of the International Association of Machinists, and John P. Frey, secretary of the Metal Trades Department of the A. F. of L., will represent organized labor on the commission which President Hoover has just appointed to advise with the Labor Department in regard to the collection of employment statistics.

GENEALOGY OF THE GUNMAN

Labor leader charges Chicago daily papers with responsibility for advent of gangsters in business world:

Chicago, June 26.—At its last meeting the Chicago Federation of Labor was asked to join other organizations in offering a reward for the arrest and conviction of the gunman who shot Lingle, a "Tribune" reporter.

In the course of the debate, President John Fitzpatrick charged that the daily newspapers of this city were directly responsible for the advent of the gangster in the business and political world.

"We had no trouble with gangster killings in Chicago prior to the advent of the Hearst newspapers," said Fitzpatrick. "There was no such thing as financed gangsterism.

"The other papers were firmly entrenched, and the Hearst newspapers, in trying to break in on circulation, saw fit to go out and round up young men, take them from their homes and put them on the Hearst payroll, to engage in the warfare which they waged against the other newspapers.

"The other newspapers adopted similar tactics.

"Later on, when these young fellows showed some ability in this peculiar line, they were brought into other conflicts and they learned to like the 'easy money.'

"Then they were introduced into the political field. Men in various lines of business found it desirable to use force and the same element was injected there.

"So, when you want to get back to the beginning and place the blame where it belongs, you must

go right back into the circulation war of the newspapers of Chicago."

LABOR.

EDUCATOR ASSAILS INTELLIGENCE TESTS

Again we have an attack on intelligence tests. At the N. E. A. meeting in Columbus, Dr. Charles M. Stebbins of Erasmus High School, Brooklyn, assailed intelligence tests, and separation of subnormal and supernormal people.

He declared the tests were of no value in determining the relative standing of pupils and that, while they might be retained as an auxiliary, it would be a serious mistake to attach great importance to them.

A WOMAN IN THE PRESIDENT'S CABINET AS SECRETARY OF LABOR

The name of Grace Abbott, present Chief of the Children's Bureau, has been brought forward as a candidate for the Labor portfolio when Secretary James J. Davis retires from that office. The reaction of the country toward this recommendation has been distinctly favorable. No voice has yet been raised to challenge her fitness for this cabinet position.

Her achievements have been so noteworthy that no objections have been voiced to the innovation of a woman in the President's cabinet.

Miss Abbott is a charter member of Local No. 2 National Federation of Federal Employees.

GOVERNMENT BY "LEISURE CLASS" IS FEDERAL EDUCATOR'S PROGRAM

William J. Cooper, United States Commissioner of Education, wants a leisure class created who will run our government.

This plea for abandonment of the American ideal was made by the nation's educational director to a conference of 500 students of teachers' training institutions.

Mr. Cooper said that the life of the British empire depends upon the efforts of an aristocratic governing class and he suggested that a class with similar functions may evolve in this country from among those who give their lives to teaching.

"We must have a leisure class like the aristocracy of Great Britain which has fitted itself to meet the problems of that world-wide organization," he said.

HALF A BILLION FOR HIGHER EDUCATION

American colleges and universities have an annual income of half a billion dollars, not including additions to endowments, according to the report of the U. S. Bureau of Education.

Twenty-five per cent of that amount comes from tuitions and educational fees paid by students, 23

per cent is appropriated by state and city governments, the Federal government contributes 3.4 per cent—\$17,000,000—and private donations make up 13 per cent. The balance is income from endowments, and other sources.

"WHAT GOOD ARE UNIONS?"

Fifty-Seven wage reductions made in month, and all of them hit non-union workers, research report shows:

New York—Fifty-seven wage reductions were made in eight different industries during June, according to the monthly report of the Labor Bureau, Inc., a research department at 2 West Forty-third street, but not one of the 57 pay cuts was in a unionized industry.

Another highly significant fact reported by the bureau was that out of 50 wage increases granted during the month, only 11 were awarded to non-union workers. The other 39 went to members of trade unions.

During the same month more than 7,000 trade union workers were reported as having gained the five-day week.

More than half of the pay slashes took place in the knit-goods industry and in sawmills.

A trade union official, when asked to comment on the bureau's reports, said:

"The figures, themselves, are comment enough, and are an effective answer to the cynic who asks 'What good are unions?'"

LABOR.

INSTITUTE OF PROGRESSIVE EDUCATION

The second annual Institute of Progressive Education opened at Vassar College, June 25 and continued for six weeks. Courses in "The History and Principles of Progressive Education," and "Experiments in Progressive Education," were offered by Mr. Perry Dunlap Smith, Head Master of the North Shore Country Day School, Winnetka, Illinois; courses in "Elementary School Methods," and "Elementary School Administration," by Miss Katharine Taylor, Head Mistress of the Shady Hill School, Cambridge, Massachusetts, and Miss Elsie Clapp, Head Mistress of the Ballard Memorial School, Louisville, Kentucky; and courses in "Secondary School Methods and Materials," and "Secondary School Administration," by Mr. Burton P. Fowler, Head Master of the Tower Hill School, Wilmington, Delaware. The Progressive Education Association, 10 Jackson Place, Washington, D. C., will send reports on the Institute.

F. W. Woolworth Co., paying its workers from \$10 to \$15 a week, paid its common stockholders \$23,400,000 in cash.

UNEMPLOYMENT INSURANCE STIRS DETROIT

By Robert L. Cruden
Federated Press

Detroit—(FP)—Unemployment insurance talk, given point by the recent Ford layoff of more thousands of workers, has taken an unusual turn with the announcement by one of the most prominent lawyers in Detroit that he is in favor of state unemployment insurance.

Discussion on this topic began when Sen. Couzens, speaking before the Michigan Mfrs. Assn., demanded that they make the same provision for workers as they do for their dividends. Said Sen. Couzens: "Many industries, railroads and utilities have found ways to stabilize their dividends. Their dividend checks go out in good times as well as in bad. They have created reserves to take care of the lean years. But what of labor? What has industry set aside out of earnings to stabilize the incomes of workers?" He pointed out that unless the employers themselves make some provision for unemployment the government will interfere and grant such insurance to workers.

The retiring president of the manufacturers' association then urged the stabilization of wages on a yearly, rather than a weekly basis.

It was then that Fred M. Butzel, prominent lawyer and director of the Community Fund, came out with his criticism. "No good, no good at all, wholly impracticable," he said. "The reason is that it would be quite impossible to get all manufacturers in a particular line to join hands. Some manufacturers are so rich and powerful that they are a law unto themselves.

"The only way to make the plan effective would be by state legislation. What we really need is a federal law, but federal laws of this character come only after much experimenting by states."

Meanwhile the ranks of the unemployed have been swelled by an additional layoff from the Ford plant. Workers claim that as many as 8,000 were let out but company officials will not release exact figures. In spite of the fine words of corporation heads at New Year there is as yet no sign of a let-up in the unemployment. From appearances it looks as though Sen. Couzens was right when he remarked, "Regardless of any propaganda that may be spread, we are not going to have a good business year in 1930."

HALF-STARVED CHILDREN ON INCREASE

By Martin A. Dillmon
Federated Press

St. Louis—The St. Louis school board is struggling with the growing problem of caring for the increasing army of undernourished school children in this wealthy city. "Undernourished" is a polite term for half-starved!

A survey of three schools disclosed 400 underfed children whose dads, either idle or underpaid, were too poor to buy them enough to eat. The

astounding disclosure caused investigators to throw up their hands and declare for separate schools for such children for extra attention and care.

In the meantime the tuberculosis society will give free milk to these little unfortunates until a remedial plan is worked out by a special school board committee. Significantly, the number of tubercular children mounts apace with the number of underfed pupils. Tubercular children are segregated in separate schools and given special attention.

Big bosses' contribution to the problem is exemplified in the case of a \$11.50 a week factory worker, supporting his mother and sisters. Injured and off duty for several days, he returned to find his substitute willing to keep the job for \$7.50. His boss told him he could have his job at the reduced wages, which he refused.

EDUCATION MACHINE HARMFUL TO TEACHERS

Hierarchy Threatened Unless a Change Is
Made in System

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

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

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

DUTY OF DESTINY By G. S. Johnson

The best for the greatest number is the duty of destiny that spurs the world ahead and makes for a universal brotherhood of freedom and peace; with capital and labor both working in honest harmony to uplift, promote and improve the conditions and standards of human life along lines of least contention and more intelligence inspired by enlightened knowledge.

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

Our Slogan Is:

Democracy in Education: Education for Democracy

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