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Organ of the American Federation of Teachers

JANUARY, 1931

VOL. XV. No. 4



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BY

LYDIA J. TROWBRIDGE

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September 1926-May, 1930

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The American Teacher

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Volume XV, No. 4

JANUARY, 1931

Two Dollars a Year

Taxation in Illinois

The Teacher Unions of Chicago have long been vitally interested in taxation in the State, and for years have been among the groups struggling with the problem.

In practically all states the problem of raising sufficient revenue for an adequate public school system is difficult, but Illinois has a few extra difficulties in that she has rapidly changed from a state predominantly rural to one whose wealth is largely commercial and industrial.

At a special session of the Legislature called last spring to deal with a revenue crisis, the Teacher Unions joined with the State Federation of Labor and other forces that asked the state legislature to submit to the voters of the state an amendment to the revenue section of the constitution, without which no adequate provisions could be made for changing conditions and increasing demands on public revenues.

The unions campaigned actively for the amendment. It failed. But the unions will be found among the forces which will strive to educate the people of the state to the necessity of such an amendment, during the four years which must elapse before an amendment to this section of the constitution can be submitted again.

On October 25th the four unions united in a banquet in which three thousand people were given the opportunity of hearing Governor Emmerson present his arguments for this amendment. Very clearly were his hearers shown that the people of the state must "give the Legislature the power to undertake a thorough revision of revenue laws in order to distribute more equitably the burden of taxation and force hidden wealth to pay its just share."

The Governor reviewed the history of revenue laws of the state and explained the working of these laws under present conditions. He explained that the present revenue section of the state constitution was adopted in 1870 when Illinois was largely agricultural. Large cities with

their wealth concentrated in intangibles were unknown. These intangibles which now constitute nearly one-half of the wealth of Illinois, pay only a very small part of local and state taxes. This is due to the fact that, were these intangibles reported for assessment, under the present revenue provisions, the taxes on them would be practically confiscatory. The result is, according to Governor Emmerson, "concealment of property to such an extent that only an inconsiderable percentage of it is taxed at all."

As a result of this concealment real estate which comprises approximately forty-three per cent of the wealth of the state of Illinois, is forced to bear three-fourths of the cost of government.

Governor Emmerson quoted from the official assessment statement of Cook County and made some comparisons with downstate counties to show the folly of expecting anything like equality of taxation or efficiency of assessment under our present system. For instance, "The assessment of money of bankers and brokers was greater in Vermilion County than in Cook County, and almost as much in Ogle and Sangamon counties. Telegraph and telephone companies were assessed at nine times as much in Winnebago County as in Cook County. As compared with 15,960 automobiles and trucks assessed in Cook County, 18,000 were assessed in Kane County and 17,000 in Sangamon County."

Astounding figures were also quoted from the records of personal property assessments in Cook County. "Stocks and bonds are valued at \$1,130,887. Telegraph and telephone companies are assessed at \$198,977. Shares of capital stock of companies not of this state are valued at \$20,680. Only \$156,782 worth of diamonds and jewelry were listed for assessment. The assessors were able to find only thirteen steamboats, sailing vessels, wharf boats, barges and other crafts, although there must be many times that many in

Belmont Harbor alone. There are only 373 melodeons, organs, radios and phonographs in Chicago, according to the assessment figures, and 4,446 watches and clocks. There are only 15,960 automobiles, trucks, and motorcycles in the county, but one can see more than that at any large gathering at Soldier Field."

These figures and many others quoted by Governor Emmerson show clearly the impossibility of equitably enforcing tax laws in Illinois.

A very interesting survey of the Probate Court Records of three representative downstate counties was reported by Governor Emmerson. The counties studied were Winnebago, which is 85% industrial, Ogle, which is purely agricultural, and Boone, having a small population, one-half of which is industrial and the other half agricultural. This survey showed that intangibles constitute more than one-half the entire wealth of these counties. However, so little of this intangible property had been reported for assessment during the ten years the survey covered, that the owners of real estate in these counties carried a tax burden which was nearly twice as large as its value would justify. The owners of intangible property escaped taxation on that property almost entirely.

It was found in this survey that intangibles represented more than fifty per cent of the wealth; real estate represented something like forty-three per cent; and chattels, something like six or seven per cent. The chattels were paying about fourteen per cent of the taxes; the intangibles, representing about one-half the wealth, were paying about six per cent of the taxes; and real estate was paying about eighty per cent of the taxes although representing only about forty-three per cent of the wealth.

Governor Emmerson sketched the history of tax reform in Illinois to show that while a number of people believe that something should be done about amending the revenue section, getting enough people to vote in favor of such amendment is a difficult matter. Efforts at tax reform were started as early as 1886, and after being renewed in 1896 have been continued under the last five Governors.

In order to amend the Constitution of the State of Illinois it is necessary that the number of votes cast for the amendment be equal to a majority of all the votes cast in the election. This makes it very difficult to amend the Constitution because many voters mark their ballots for candidates but do not cast a vote either way on the question of the amendment. This is equivalent to a negative vote. An examination of the total votes cast for and against the tax amendment in the last election will show that this total is far below the total of all votes cast in the election. As the present Constitution provides that "a proposal to amend the same article of the Constitution can be submitted only once in four years" some other sort of relief must now be sought in order to prevent any increase in the already disproportionate share of the tax burden that is now borne by real estate.

The Governor informed his audience that the present constitution empowers the Legislature to raise revenue by other means and he intimated that, if the tax amendment failed, these other means might be employed in order to provide sufficient revenue without adding to the burden of the real estate owners of the state.

THE SCHOOL REVENUE PROBLEM

"1. The methods of taxation and the financing of the school system were never in such need of a thorough revision as now.

"2. Since the educational groups have intimate knowledge of the needs of the schools, their advice and counsel should be used in any revision of the revenue and other laws affecting the school.

"3. Sources of revenue other than taxes on real estate must be found if the schools are to function as an intelligent, progressive city demands.

"4. No school system can function as it should while on account of lack of adequate financial support the teaching load and the administrative load are increased from time to time by putting more pupils into a room and by reducing the amount of administrative assistance. Chicago now imposes a larger teacher and administrative load than any other city of over 100,000 inhabitants in the United States.

"5. No school system can progress on salary schedules significantly lower than those paid for advanced school systems."

Joint Conference of Principals and Teachers of Chicago Schools.

FORMER TEACHER ELECTED COUNTY COMMISSIONER

Mrs. Edward J. Fleming,
County Commissioner-elect

Being elected to public office is the most colorful experience that has come into my life. Happy women, like happy countries, have little history—my life has been quite uneventful, like that of thousands of women throughout the land.

A third generation Chicagoan, I was educated in this city and taught in the Chicago Public Schools. May I say here that I consider the training and experience acquired by teaching the most valuable of all assets and largely responsible for such success as has been mine both in my home and in public service. It was my rare good fortune to come under the guidance of two really great principals, Emma Church Greenleaf, of the Carter Harrison School, and William M. Lawrence, of the W. H. Ray. Both have long since passed beyond the Great Divide but after a lapse of time and across a span of years it is with reverence and affection that I offer this tribute to their memory.

With my marriage in 1902 my professional career ended and the domestic regime began. This involved, among many other duties, the rearing of our son and our daughter—teaching them myself at home until they entered High School, and keeping in close touch always with every stage of their education through college.

During the World War my "bit" was accomplished through the medium of the various governmental Speakers' Committees and out of this activity came an intensive interest in current history involving the United States in its political and economic relation to the world. Coincident with this interest came an awakened consciousness of civic duty and a desire to participate in movements leading to better government. The ultimate result was a call to actual service in public office—nomination for membership on the County Board of Cook County.

The campaign has just ended. My election has been won and I am about to enter upon another professional career. The duties attendant upon a County Commissioner are manifold and far-reaching involving the expenditure of huge sums of money for public works and the administration of the County Institutions. It was in this latter capacity that the need of women on the County Board became manifest and led to the

Democratic Party's placing four women on their ticket.

It is presumed, that the four women on the Board will constitute a bloc that may be counted upon to function with effectiveness as well as deep human understanding. For myself I approach the duties of the office with genuine humility, somewhat appalled at the magnitude of the task that confronts me, yet hopeful withal that Providence may endow me with the requisite qualifications to measure up to the faith and hope registered in the votes of my fellow citizens.

WOMEN—AS POLITICAL HOUSEKEEPERS

By Mrs. Glenn E. Plumb,
County Commissioner-elect

For years I have believed and said that government is largely a problem of housekeeping on a national scale. True, in the beginning our concept of government dealing with wars, taxes, and the actual protection of the home, was the province of men. Now, however, we have broadened the functions of government to embrace the actual well-being of its citizenry as to health, education, and even recreation. The welfare of our own household is dependent upon the proper functioning of the government under which we all live. Government has assumed the responsibility of the care of the nation's family in making life a finer thing.

Women seem to have inherited their skill as home makers. As the nation's housekeepers we must utilize our inherited traits in family care and protection, and in our widened sphere as enfranchised citizens, assume our obligations to the fullest. We must no longer pull our skirts aside from partisan politics, criticize, and ignore. We must work shoulder to shoulder with the men in effecting new avenues for our service.

The work of the Cook County Board, dealing as it does with the very lives of thousands of our County "wards," presents a fertile field for the services of women. Four women have been elected to membership on that Board. The many-sided social problems of the County's sick and destitute will test their ability to serve. It has often been said that women are the humanizing agency in government. As one of those elected, I hope we may help awaken the latent power of women and enlist them in the humanizing.

UNEMPLOYMENT

By Dr. B. M. Squires, Executive Secretary, Governor Emmerson's Commission on Unemployment and Relief

Unemployment is the scourge of our industrial system. It has been characterized by President Hoover as our greatest economic waste. Yet we have made little progress in preventing it. Each recurring depression gives birth to a flock of suggestions, panaceas and specifics which are speedily forgotten when times become better. We were as completely unprepared for the present depression as for any previous business slump. The committee on unemployment appointed as a result of President Harding's Conference on Unemployment in 1921 made specific recommendations designed to prevent a recurrence of business depressions but not one of the recommendations was put into effect.

Again, scarcely eight years later, another depression is upon us and committees all over the land are heavily burdened with relief programs. Until recently the administration at Washington and the Press have put out propaganda designed to disguise the true situation in an effort, no doubt, to prevent hysteria and stimulate business. The effect appears to have been to make for complacency and to slow up business recovery. Now, we are girding ourselves to face the problem, to give employment wherever possible and prevent suffering. One may well ask: "How long must this mopping up process go on before we turn our attention as intensively to the prevention of an industrial crisis as to the alleviation of distress resulting therefrom?"

Probably because of the duration and intensity of the present depression, more people are giving serious thought to means of prevention than at any previous time. All over the country groups and associations are considering programs of stabilization designed to have a long-time effect. Strangely enough we have been able to stabilize the return to investors. Most industrial concerns meet their dividends in times of depression and take care that reserves are available to provide for a regular return to investors. But in this matter of stabilizing purchasing power through stabilizing employment we seem to have made little headway. And yet labor is a large factor in production. There seems no good rea-

son why reserves should not be set aside to stabilize employment as they are to stabilize dividends.

Again, in the matter of labor supply and demand and a proper clearing of jobs we have made little progress. At the first sign of hard times, workers are laid off in wholesale lots and compelled to go from gate to gate seeking employment and eventually to become recipients of charity. For the worker who is jobless but not yet helpless, whose pride will not permit him to ask for charity or accept it, the community is poorly prepared, to say the least, to help. There is a "no man's land" of unemployment which presents one of the big problems to industry, to society, to the community, and is a severe indictment of our industrial system. The community, the nation take pride in reducing infant mortality, in safeguarding health, in medical and hospital service, in protecting the worker while he is on the job. In all of these there is supervision, counsel, direction. But the worker out of a job is pretty much on his own until he becomes a charity case. Then there are soup kitchens for him, lodging houses, financial aid, intelligent advice, and consideration of other suitable employment. More provision is made, more money spent in dealing with destitution as an effect of unemployment than in dealing with the worker capable of employment but unable to find it. Between one job and the next or between the job and the social agency is the community's "no man's land" for the worker.

The system is wrong. We must stabilize employment, and industry must feel its responsibility to workers trained in it. The products of mills and of factories are not dumped on the market indiscriminately. Nor should workers be dumped on the labor market. Factories are not built; raw materials are not purchased without a careful weighing of market opportunities and expectation of continued use. Labor should be given the same consideration. Research enters into all the processes of manufacture and marketing. There should be the same amount of research in connection with personnel and employment problems. Depreciation and obsolescence for

plant and equipment are equally vital for the labor factor. We must have adequate and efficient clearing offices for labor so that we shall no longer be faced with the spectacle of men going from gate to gate in search of a job. We can no longer think in terms of the individual plant in assessing responsibility for industrial chaos. The whole industrial and financial structure must be integrated and coordinated to the end that the productive and distributive processes shall be stabilized. There should be not only a state-wide but a nation-wide organization devoted to the problem of stabilizing industry and employment. When the same intelligent and concerted thought is given to the problem of stabilizing purchasing power as has been given to other industrial problems we shall be freed of the ever recurring menace of industrial depression.

CHICAGO TEACHERS ASSIST IN UNEMPLOYMENT CRISIS

Because of the excessive demands upon charitable institutions this year many of the Chicago schools have undertaken to relieve the most pressing needs in their own communities. The schools in the more economically prosperous neighborhoods contribute to the schools in the poorer districts.

The pupils, the teachers, and the principals unite in this relief work. Outgrown clothing and shoes are brought by the children. Clothing and money are contributed by teachers and principals. The teachers in many schools elect a member or a committee to take charge of the funds and dispenses the clothing to the needy who are reported by either the Visiting Teacher or the Truant Officer. Deserving pupils are outfitted from the stock of clothing the school has on hand, or they are sent to the School Children's Aid Society if the school cannot meet the child's needs.

The Union teachers are showing splendid cooperation in this worthy cause, as is shown by the following case. Clothing was badly needed by the children in the Juvenile Detention Home. One of the Union teachers at that school telephoned to another Union teacher at the Barry school. The Barry school is located in a well-to-do neighborhood. They had a large stock of

clothing that had been contributed by their own boys and girls. Within three hours this school, a 100% Union Elementary school, had sent sufficient clothing to the Juvenile Detention Home to meet the immediate needs of the pupils there.

This is but one example of the many cases of co-operative relief given by the schools.

In addition to this kind of relief, the teachers are voluntarily increasing their annual contribution to the School Children's Aid Society, an organization that supplies new clothing to deserving children.

By attending to the relief in their own district the teachers feel that a great saving in overhead is effected and in this way a larger percentage of the money collected finds its way to the people for whom it is intended, the destitute families of the children who attend that school.

CONTINUATION SCHOOL FOR ADULTS BEING DEVELOPED IN CHICAGO

A recent development in part-time schools in Chicago is the provision of short unit courses for adults, men and women, ambitious to supplement their general education or to increase their earning capacity. All courses open to juniors (those under seventeen) are now available to the adults. The enterprise is proving popular, especially with unemployed office and other commercial workers. General commercial courses in Stenography, Accounting, Machine Calculating, and the allied subjects are offered. Salesmanship on a senior high school level is proving a popular course. Business Arithmetic, Penmanship, and Public Speaking classes, long favorites with the juniors, are sought by the adults.

A project being given serious consideration is that of assisting to employment the men and women who qualify in the courses offered. The Illinois Free Employment Agency offers assistance, and manufacturers of office equipment also cooperate.

The success of the project, originally planned as assistance to the unemployed, will probably result in a permanent program of commercial courses for all adults beyond high school age.

Ignorance is the night of the mind, but a night without moon or stars.

—CONFUCIUS.

Reorganization Plan at the University of Chicago

Since November 20th, when President Robert Maynard Hutchins announced the new reorganization plan at the University of Chicago, widespread interest has been aroused in the educational world.

The reorganization, coming as it does from one of the leading universities of the country, is welcomed by educators, who have long been discontented with the short-comings of their own methods and aware of remedial trends in other branches of education.

The new plan abolished the old organization by which a student spent four years in acquiring a degree by the "time-to-be-spent, ground-to-be-covered-credits system." The old type of graduate school is also abolished.

Under the reorganization a student enters upon advanced work whenever he has satisfied the proper authorities of the new "college" that he has acquired the cultural background which permits him to do advanced work.

The fundamental principles underlying the reorganization can be summarized as follows:

1. The American student, and particularly the student at Chicago, is interested in his own education.
2. The student should acquire a wide acquaintance in all the great fields of human interest before he devotes himself intensively to one.
3. Status in the university should change not at the moment the student completes two years of junior college work, or later at the moment he is granted the four year bachelor's degree, but only at the time he is ready to move from general "cultural" studies to more advanced work in one field or another.
4. The passage of time and the accumulation of course-credits and grade points is no measure of accomplishment: and no administrative obstacles should bind the exceptional student to the pace of the average, or the average student to the pace of his slower contemporary.
5. Since scholarly and scientific investigations have in recent years narrowed to extreme specialization, some effort must now be made to co-ordinate such work, to bring accessory results to bear on general problems.

The main divisions under the new plan are:

1. The College.
2. Four upper divisions in Arts and Sciences.
3. The professional schools.

The College, which is a comparatively new entity, corresponds only roughly to the idea of a Junior College. "It is the seat of 'cultural' teaching, a gap-bridging agency between high school and the divisions of the University proper. Its purpose is to familiarize the student with all the principal fields of knowledge, to stimulate the natural intellectual interests which he brings to the University, to aid him in choosing his especial field of interest by showing him the whole picture, and to ground him in the elements and 'tools' of that field."

No critical emphasis will be placed upon lecture attendance, upon current examinations or incidental written papers. The student will be expected—and will probably want—to attend lectures, write the papers, participate in the discussions, and take the quizzes. Admission to the upper divisions will be determined by the student's fitness to meet and pass a general examination.

The revolutionary aspects of the College organization may be considered as first: its flexibility, and second: its method of educational measurement.

The four upper divisions in Arts and Sciences are the Biological Sciences Division, the Physical Sciences Division, the Social Sciences Division, and the Humanities. Each division is in charge of a dean. These four upper divisions will take over that which is now the advanced work of the undergraduate college and the entire work of the graduate schools of arts, literature and science, and will recommend the grant of all non-professional degrees from the baccalaureate to the doctorate.

New meaning will be given to the various degrees. A bachelor's degree will be understood to represent that the recipient has acquired the ability to understand the materials and methods of one entire field and to correlate the material for himself and use it intelligently. The more advanced degrees will represent this ability at

higher levels. Upon the student will depend the nature and the amount of secondary work he does outside his chosen field.

Thought is being given to a differentiation in the non-professional doctor's degree. For evidence of research or scholarly ability, as marked by the completion of a substantial piece of investigation the award of a doctorate in science or literature has been suggested. For knowledge of a field, plus knowledge of modern teaching methods in that field, the doctorate of philosophy may be reserved.

As teachers we are especially interested in this last statement because it recognizes the fact that one must know how to teach before he can teach, regardless of how well he may know his subject matter.

This reorganization is regarded by the University of Chicago in the light of an experiment, although research and experiment have been conducted in that institution along the lines indicated, for more than ten years. From this earlier experimentation "the University believes that the American student is interested in his own education and will respond to the spirit of 'opportunity rather than compulsion.' It believes that general and special education can be defined, that an adequate course of study can be prepared for these, and that satisfactory measures of their attainment can be devised. The problem will be difficult. Details and even policies may change during the course of the experiment. The first advantage of the reorganization, President Hutchins says, is that 'it will compel us to think what we are doing'."

History of the Playground Movement

By Kate Krauel, Local 209

In outlining the history of the Playground Movement we must first determine what is meant by PLAYGROUND. The literal definition of a playground is a place in which to play. But, playgrounds have had, and can have, a deeply significant part in the education of children.

About a hundred and fifty years ago Friedrich Jahn, the father of the German system of physical training, recognized the problems of youth. He called the children from the streets of Berlin and led them to the open fields, "THE HASENHAIDE." There, by means of physical exercises and games, interspersed with talks on morality, he taught them to be strong, manly, and self-reliant. Thus he laid the logical foundations of a patriotic, law-abiding citizenship.

Our first inspiration for the American playground system came to us from the sand-gardens of Germany that were placed in the public parks to amuse children. These did not require supervision. The sand-gardens consisted merely of sand piles and were first introduced in Boston in 1885. There was also another type of playground, consisting of an athletic field and a gymnasium which were used as a training field, but no provision was made for children.

The first playground was introduced in the United States in 1821 in a Latin School in Salem, Massachusetts. The first supervised

playground was established in Northampton four years later. It was equipped and supervised by Dr. Charles Beck, a pupil of Jahn. A few years later Charles Fallen, another pupil of Jahn, opened in Boston a playground that was equipped with apparatus. This became such a target for ridicule in the newspapers that he was finally compelled to abandon the project. In 1827 the larger colleges, such as Harvard, Yale, and Brown, established gymnasiums in their schools. Charles Beck established a gymnasium in Boston for athletics in 1889. This was the first playground of the type we have today.

The need for establishing playgrounds in Chicago was first realized in 1891. The commercial and industrial interests were fast using up all the vacant lots and prairies in which children played. Some place had to be found where children could carry out their play tendencies without playing in the streets and alleys.

The first effective organized movement for the establishment of playgrounds was made by the German Turn Vereins in 1891. The Chicago Turn Gemein appointed a committee to confer with the Lincoln Park Board. The commissioners were willing to set aside the necessary ground for that purpose, but the cost of the building and the apparatus was to be borne by

the Chicago Turn Gemein. However, this plan was not possible at the time, owing to lack of funds.

A more effective method was immediately started by the Vorverts Turn Verein. Their representatives conferred with the West Park Commissioners for an open air gymnasium and natatorium. A bond issue had just been floated by the West Park Board who were persuaded by the Vorverts Turn Vereins to apply part of this fund to the establishment of a gymnasium and a natatorium in Douglas Park in 1895.

A new element was introduced into the playground movement with the establishment in 1893 of playgrounds in connection with social settlements. These were known as vacation schools. Hull House established the first of these so-called vacation schools. It proved so successful that the society women of the city established six playgrounds which were kept open during the summer. The financing of these playgrounds was by means of private subscriptions in securing which the aid of the Municipal Science Club was enlisted.

In 1899 a Special Park Commission was created and given power to expend funds for the establishment of playgrounds. In 1901 four municipal playgrounds were opened to the public under the jurisdiction of the Special Park Commissioners. The success of this pioneer work led to what we have today. The benefits of these playgrounds were widely recognized and when funds were available in 1904 the South Park Commissioners began establishing playgrounds of a more elaborate type with large play fields, swimming pools, field houses, assembly halls and club rooms. Within a few years the West Park Commission and the Northwest Park Board opened centers of this type and the Lincoln Park Board made provisions for large public playgrounds.

In 1915 there was need for more playgrounds. With the co-operation of the Board of Education, 46 school yards were selected by the Special Park Commissioners and permission given by the City Council to utilize these school yards and equip them as municipal playgrounds. In October, 1921, these playgrounds were transferred to the jurisdiction of the Board of Education by act of legislation. At the present time there are 64 playgrounds under the jurisdiction

of the Chicago Board of Education.

The playground of today is an American institution—a place where intensified play is promoted under proper supervision. It is an educational institution no less important than the school.

THE BOARD OF EDUCATION PLAYGROUNDS

Cornelia Macdougall, Local 209

The objectives of the Playground and Recreation Department of the Board of Education of Chicago are rarely understood by people not closely connected with the playground movement. Seldom is it realized to what an extent the aims of this group of teachers intertwine with and extend the work of the purely academic department.

Chicago ranks among the first three cities of the country in the playground movement, and among Chicago's playgrounds the Board of Education Playgrounds are unique. They meet a need not touched by the other recreational agencies of the city.

There are sixty-four of these playgrounds situated on the school grounds in various sections of the city. They are a part of the school and still are definitely apart from the school. The playground takes up the child training where the school stops. The whole program is planned for after school play and attendance is entirely voluntary.

In school work there is ever present the urge to attend, to conform, to make the grade. On the playground the child comes only in response to that age old desire to mingle and compete with his own age group. Vital, sustained interest in the play projects is the only stimulus to steady, consistent attendance. For these reasons the program of the playgrounds is varied and elastic, so that every child's interest is fostered and every child's longing for an outlet is satisfied by some part of the program.

Certain age groups naturally fall into free play and spontaneous group play. To take care of this group, apparatus is installed and its proper use is taught. The low organized games appeal to boys and girls of another group. To stimulate this interest and training the teacher provides games such as relays, toss and catch,

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tag, hide and seek and games with inter-playground competition. Later, the more highly organized games hold the interest, and playground ball, touch tackle, field ball and volley ball follow the seasons.

To round out and maintain the constant interest other projects are introduced. Track and field meets, horse shoe pitching, jackstones, O'Leary, and rope jumping all have their place in the program.

To the adult this sounds like a full program, but to the child who is learning by doing, even more must be offered, therefore handcraft finds a place. Every year the exhibits of the work done by the children surpass that of the year before. In the winter months between skating and snow play, the girls, and very often the boys, are busily engaged in designing, preparing material and making rugs. Hooked rugs have recently enjoyed a well deserved revival. In some instances a perfection seldom attained by the early settlers in this country has been achieved by the children in their playtime. This activity has progressed until it has earned nation-wide interest and is watched every year by designers and makers of this type of rugs.

Among other handcraft projects of the playgrounds are the Mardi Gras parades which are held in August. The city is divided into four divisions of approximately sixteen playgrounds each. Each division chooses a theme or central idea for its floats and costumes. This year one division took popular or well known songs for its theme. The floats were built and costumes of crepe paper were made to express the children's own ideas of the song. Another division took the countries of the world; another, the seasons of the year; and another, the Age of Progress. Here Fort Dearborn brushed shoulders with Byrd's plane, and Lindbergh's historic flight was followed by floats representing the coming World's Fair.

November marks a high point in the musical side of playground life. In both the junior and senior groups, each playground is represented in a contest by six girls, four of whom must play the ukelele. Again the playgrounds are grouped into divisions, and the winners in their sections meet for a city-wide contest.

Thanksgiving and Christmas are marked in all playgrounds by special programs and parties.

The playground children also make handmade toys and gifts which they give to less fortunate children. Thus some experience the joy of receiving while others realize for themselves the deeper joy of giving.

MUSIC IN CONTINUATION AND APPRENTICE SCHOOLS

Gladys M. Easter, Local No. 3

"Music is a friend of labor for it lightens the task by refreshing the nerves and spirit of the worker. It tends to make work pleasurable as well as profitable and adds to the enjoyment of leisure time."

This quotation of William Green, President of the American Federation of Labor represents what is being done at the South Division Continuation School and the Chicago Apprentice School.

For nearly one hundred years music has been a regular subject in the elementary and the high school curriculum. But, that is as far as it went. What of the boy and the girl forced by financial conditions to leave school? What of the young man learning a trade? Both have enjoyed "song, the natural heritage of childhood," in the elementary and the high schools. Are they, starting in their life's work, to be deprived of further musical education?

Our practical as well as aesthetic superintendent of schools, Mr. Bogan, ever a staunch champion of these young people, assigned me as music teacher to the aforementioned schools. In both places the reaction was better even than had been hoped for.

Daily Glee Clubs were formed in both schools and at the South Division school daily assemblies in which Music played a major part, were established. In addition to the daily Glee Clubs at the Chicago Apprentice School a large choral club was organized. These young men, employed all day in the various trades, have given one evening every week to intensive rehearsing at Kimball Hall, under my direction. Although not a year old this organization boasts a membership of sixty, has gone on the air with excellent programs, and has appeared in private concerts.

These courses are of unusual significance and value particularly as they provide a means for the worthy use of leisure time so that the aesthetic, as well as the practical, side of living may be available to these young people.

ART EXHIBIT AT THE CARTER SCHOOL

From November 3rd to 20th the Carter School, located at Fifty-eighth and Michigan Avenue, held an art exhibit that was visited by superintendents, supervisors, art critics, principals, teachers and the laity. The membership of this school is 90% colored. This accounts for the exceptionally fine creative art work found in the rooms and corridors at the exhibit. There is no group more imaginative, nor one whose imaginations have been less curtailed, than the colored people. Hence, under the skilled direction of Miss Mary Ryan, whom many believe to be one of the best art teachers in Chicago, we find work that would be extremely difficult for any group of children to surpass.

The exhibit included design, using as mediums water color, tempera, and construction paper; flower work, figure drawing, illustrations, block printing, molding, soap carving, and casting.

In this school we find a partial departmentalization of the sixth, seventh, and eighth grades, and a fine spirit of cooperation among the teachers of the various subjects. While the history teacher taught her class about the Crusades, the art teacher used that subject for her art work. When transportation was being taught in geography classes the art teacher used that project in her classes. Thus, the child was correlating his understanding of the subject.

PUBLIC LIBRARY COOPERATION WITH THE SCHOOLS IN CHICAGO

The schools of Chicago find in the Chicago Public Library a friend whose ideals of service embrace a constantly widening program of practical usefulness to its public. Work with the schools extends along several different lines, directed and supervised mainly by the Schools Department.

The Teachers Room, is maintained as part of the Schools Department, of the main Public Library building. This room is devoted to the special interests of teachers, their classroom problems, and their individual reading for advancement. Copies of the new professional books and seventy-five of the best educational magazines and bulletins are kept here on open shelves. Copies of fifteen of the most practical maga-

zines, both current and back numbers, may be borrowed on a library card, five at a time.

A large and constantly growing collection of pamphlet material provides direct information and practical bibliographies on many subjects of professional interest. Included are courses of study in use in other cities and a file of standardized tests.

The room is primarily a reference room, but some pamphlet material may be borrowed, such as plays for assembly programs and pamphlets on health education and character education. A large file of assembly programs and plays is available. A card index to book reviews in magazines is kept up to date. Another feature of importance is a collection of over 44,000 mounted pictures on curriculum subjects. A special bulletin called "The Teachers Room Bulletin," issued every month, aims to keep the teachers in touch with new books and especially interesting and helpful material. Through the courtesy of the Board of Education, this bulletin is distributed to every public school in the city.

School libraries, now accepted as essential in a well organized school, are provided for jointly by the Chicago Public Library and the Chicago Board of Education and are being established as rapidly as financially possible, in the Chicago school system. Fourteen senior high schools and eleven junior high schools now have libraries formally organized under the supervision of the Schools Department of the Public Library.

The work with the elementary schools consists chiefly in loaning classroom collections to individual teachers. This total collection numbers approximately 250,000 books and is called the "Schools Collection." These books are loaned in units of fifty, with no duplicate titles, to any teacher or principal in Chicago, to be used for home reading by their pupils. Nearly 400 sets were loaned in 1930.

School visits by the children's librarians from the branches of the Public Library make close contacts between the schools and the branch library. Frequently classes of children visit their nearby branch to receive instruction in the use of the library, how to use a card catalog and how to find a particular book on the shelf.

Talks to parent-teacher associations on books for children and for parents' reading are fre-

quently given by librarians. and many carefully selected lists are compiled.

The types of service outlined above show the close working relations prevailing between the Public Library and the public schools of Chicago.

RADIO IN CHICAGO SCHOOLS

By Agnes B. Clohesy, Local 199

During the past two years, Chicago schools, through the public spirit of the Chicago Federation of Labor, have utilized the facilities of Station WCFL, for the broadcasting of school activities. With the approval of Superintendent Bogan and through the efforts of the Joint Radio Committee of the Teacher Unions, these programs have been made possible. The membership of the committee is as follows: Agnes B. Clohesy, Local No. 199. Chairman; James A. Meade, Local No. 2, Lucie H. Schacht, Local No. 3, and Kate A. Krauel, Local No. 209. The broadcast takes place each Tuesday and Thursday from 4 to 4:30 P. M. in the studio of the Chicago Federation of Labor, 623 South Wabash Avenue.

Pupils, accompanied by their principal or teachers, or both, appear at the studio to broadcast regular classroom work and also special musical, dramatic and civic programs. Talks on educational subjects are frequently used. Student announcers are given an opportunity to introduce their school programs. Several interested local organizations have also contributed to this Junior Federation broadcast. Among these are the following: The Jack and Jill Players with juvenile dramatic programs; the Junior League with such presentations as "Treasure Island," "The Blue Bird," and "The Princess and the Goblin"; the Illinois Society for Mental Hygiene with discussions on psychiatry, child guidance and kindred subjects; social settlements and organizations for the betterment of child life.

The third annual Christmas party of the Junior Federation of Labor will take place on Monday, December 22, 1930, at Carmen's Hall, the use of which has been donated by the Street Carmen's Union. A committee of sixty trade unionists form the arrangement committee which is preparing to entertain four thousand children. A program of musical and dramatic numbers of

interest to children will be presented and broadcast from the stage of the Auditorium. A package of candy, fruit and toys will be presented to each child. There will be a giant Christmas tree in the center of the hall, Christmas trees on the stage, holly, Christmas bells and a Santa Claus to greet each young guest. Generous donations of money are being received from Chicago locals. Many business houses and interested individuals are making contributions of money and merchandise. Superintendent Bogan will be present at the party and make a short address over the radio to listening parents and friends. The committee is especially anxious this year to bring cheer to the many children whose parents are unemployed and therefore unable to have the usual celebration in their homes.

Station WCFL is enlightening the community on the subject of public education. It is furnishing sympathetic, first-hand contacts between Labor and the children of Labor. Station WCFL deserves commendation for its spirit of public service.

LOCAL 199, HOUSEWARMING

The Elementary Teachers' Union, Local No. 199, held a housewarming at the new club rooms on Wednesday, November 12th, 1930.

Miss Agnes Clohesy, President of No. 199, was a charming and quietly efficient hostess. Assisting her was a splendid committee headed by Miss Angela Maney.

Among the many guests were Elementary teachers who, though not members, wanted to know the Union teachers better. Union principles and teacher union participation were discussed over the teacups.

The esteem in which Local No. 199 is held by local Labor groups was shown by a gorgeous basket of flowers sent by the Florists' Union, and by a very appetizing looking (and tasting) cake sent by the Bakers' Union.

As a means of spreading Teacher Union gospel such informal gatherings are most welcome. The new club rooms will doubtless be used frequently for such delightful affairs where interested members and non-members may make inquiries and thresh out problems, sometimes perhaps over a pleasant cup of tea.

CHICAGO E. S. U., LOCAL 224

Chicago has happily added another to her group of unions. The Educational Secretaries Union has been formed as Local 224. The members of this group are doing specialized work in the educational field as assistants in the school offices.

They recognize that particular fitness and training are needed in order that their service may give what it should to the character of the school, and therefore, their stated purpose in organizing is to raise the professional standards of the group.

We welcome warmly this new union and assure them of every possible help in furthering their declared objectives. The teachers hope and expect to be themselves gainers by this cooperative relationship. If, through developing the idea that this service is *assistance* to teachers, the belief that teachers need and must have *assistants* is developed, there may be evolved a means of relief for teachers from excessive clerical work and routine that could as well be done by a trained assistant who has appreciation of the requirements though not the training required for a teacher, or who though trained for a teacher elects for reasons to do work as an assistant.

The officers of the new local are: president, Ann Larm; first vice-president, Josephine Butler; second vice-president, Elizabeth Morrison; recording secretary, Lucille Mueller; corresponding secretary, Agnes Kilroy; treasurer, Betty Meinhardt; financial secretary, Margaret Galvin.

LOCAL NO. 2 REVISES CONSTITUTION AND BY-LAWS

F. G. Stecker, Local 2

Changing one's name at the age of eighteen years is not uncommon for persons. It is uncommon for organizations. But that is what the Chicago Federation of Men Teachers did at its meeting held November 14. Without debate the name was changed to MEN TEACHERS UNION OF CHICAGO.

The new name is in line with a deeper consciousness of the purpose of the organization, a union of men teachers, in affiliation with organized labor. Further evidence is presented in that article of the constitution setting forth the object of the organization, which now reads:

"The object of this organization shall be to raise the standard of the teaching profession by protecting and advancing the economic and professional interests of its members."

A third step toward a more effective organization is the increase of the dues from ten to twenty dollars a year, effective January 1, 1931.

Other changes include the establishment of a Board of Representatives consisting of Building Representatives and assistants who now number more than fifty. It is expected that this group will prove a most valuable agency for effective work and progress. The Executive Board is reduced to fifteen members and made a more responsible body.

With increased dues to provide the necessary funds, with an office and office secretary in conjunction with the other three teacher locals, with a progressive spirit and constructive program, the MEN TEACHERS UNION OF CHICAGO looks forward to increased influence and more valuable results.

OPERATION OF GROUP HEALTH AND ACCIDENT INSURANCE IN CHICAGO

For more than four years, The Federation of Women High School Teachers of Chicago has successfully operated Group Health and Accident Insurance for its members.

Two years ago the privileges of this Group Insurance were opened to members of all of the locals of the American Federation of Teachers in Chicago.

The announcement is now made again that members of the Men's Union, the Elementary Teachers Union, and the Board of Education Play Ground Teachers Union are eligible to the Group Insurance, established by The Federation of Women High School Teachers.

This Group Insurance may become one of the unifying factors in these affiliated locals, working for this fraternal benefit to its members.

The larger the total membership in the Group, the greater will be the benefits to all the members in the Group in protection and coverage.

There is no more important service that the unions may render their members than to make possible cheap and, at the same time, reliable protection to its members whose incomes are reduced and expenses increased because of disability.

CONGRATULATIONS TO AUSTIN!

From three to sixty-nine members within nine months! That is the story of the rapid increase in membership in the Women's Federation at Austin High School.

How was this growth accomplished? Primarily, as in all achievements, by the personality of these first three members, whose integrity and sincerity of purpose influenced others; secondly, by an awakening to the need of organized effort in an age when all achievements, apart from the creative artistic, are accomplished by organization.

But numbers alone do not constitute strength in an organization. Each member must be made to feel her responsibility for the welfare of the unit. She must be an informed member and, if possible, a working member. Then, and only then, will the organization have force.

With this purpose in mind, the Austin local was reorganized. Its officers are elected by the local group and consist of (1) delegate to central federation and her alternate; (2) local chairman and vice-chairman; (3) secretary-treasurer, and (4) the necessary committees. The officers and committees bring about twenty people into active service for the federation.

Meetings are held the week following the meeting of the central organization. There is always a definite routine of business, as follows:

1. Reports of the delegates from the central group. These reports are followed by discussion of major problems.
2. Report of the membership committee.
3. Report of the local affairs committee. This may include ways and means of aiding the needy children during the present depression, suggestions for improving the attendance system, or any other local problems. These topics arouse much interest. The value of these discussions on school problems is increased by the cooperative attitude between the local administration and the local organization.

Besides being stimulating business sessions these meetings are very enjoyable gatherings, made pleasant by the social committee's providing entertainment and light refreshments.

CHANGES IN SICK LEAVE RULES IN CHICAGO

Practically every teacher in Chicago is talking "Sick Leave Rules."

In the Spring of 1929 the various teacher organizations in Chicago were invited by Superintendent Bogan to send delegates to a group that later became known as the Teachers' Section of the Superintendent's Advisory Council. Working with the teacher delegates was Assistant Superintendent Rose Pesta, the representative from the Superintendent's office.

The Teachers' Section has devoted a great deal of time to the formulation of a new set of rules concerning deductions for sick leave and teacher absence.

It seemed from data gathered in Miss Pesta's office and presented by her to the Teachers' Section that the present rule governing deductions for absence had been abused. From her comprehensive reports on this subject it was shown that 6.3% of the Senior High School teachers, 11.1% of the Junior High School teachers, and 17.8% of the Elementary School teachers had been absent for more than ten days during the school year 1928-29 at the minimum deduction. It was also shown that 6 teachers in the Senior High Schools, 10 teachers in the Junior High Schools, and 90 teachers in the Elementary Schools had been absent for twenty-five or more days during the previous school year at the minimum deduction for such absence. In the Junior High School one teacher had been absent for 52 days at the minimum deduction for such absence. These statistics were cited by Miss Pesta's office to show what was regarded as an abuse of the present rule.

The Teachers' Section set to work to formulate a new set of rules that would provide a cumulative feature. This was designed to deal fairly both with the young teacher and with the teacher who had a long service record. Many meetings were held before the proposed rules were acceptable to the majority of the Teachers' Section. The Superintendent had a printed copy of the proposed rules sent to every Chicago teacher with the request that the proposed rules be read carefully, discussing and criticized, and that the teachers as individuals and as groups send to the Superintendent's office all criticisms

and recommendations for changes in the proposed rules.

The Federation of Women High School Teachers and the Elementary Teachers' Union accepted the invitation and sent to the Superintendent recommendations that they thought would make the proposed rules acceptable to all teachers.

This marks a high point in teacher participation in school administration in Chicago. Teachers were called in to help formulate new rules. The result of teacher and administrator co-operative effort was submitted to the teacher membership for criticism and discussion.

We hope for still greater development of such co-operation between the school administrators and the Chicago teachers.

Chicago is to be congratulated upon its splendid opportunity and upon having in Mr. William J. Bogan a Superintendent who grasps the power and significance of a school system unified by genuine co-operative work.

SABBATICAL LEAVE ASSIGNMENTS

A committee of which Miss Marian Lyons, of Local No. 3, is chairman, is taking steps to interest unassigned teachers in vacancies occasioned by the absence of teachers on Sabbatical Leave. Accepting such assignments would afford the prospective teacher an opportunity to familiarize himself with the operation of the Chicago system and in particular with the operation of one school. In this manner a teacher not familiar with the Chicago schools could learn for himself whether he wishes to work permanently in Chicago or not.

Many teachers unfamiliar with the heavy teaching load in Chicago are surprised to discover the conditions after they have accepted a regular assignment. If the plan of the Sabbatical Leave Committee functions as it is hoped, a larger number of teachers than at present will be conversant with the operation of the Chicago schools before accepting a regular assignment.

A friendly letter is being sent by this committee to all eligible unassigned teachers, urging them to accept Sabbatical Leave assignments, pointing out the many advantages that accrue from such opportunity to "try-out" the Chicago system for a year.

WELCOME TO THE NEW TEACHERS

Locals No. 3 and 199 feel that a fruitful field for new members lies in interesting the newly assigned teachers.

If these teachers come into the system from outside Chicago, they are in need of information concerning the operation of the Chicago system.

To this end the two locals mentioned are sending out a letter of welcome to every newly assigned teacher. This letter gives, among other things, the name of the school delegate and the time and place of the regular monthly meeting of the Union. It closes by inviting the teachers to be present at the next regular meeting as the guests of the President. Each letter is signed by the President.

We hope this will be an effective means of arousing interest in the Unions, of stimulating a desire for information among the teachers, and of increasing membership.

THE TEACHER UNIONS OF CHICAGO announce their regular monthly meetings as follows:

Local No. 2, Friday, 7:15 P. M., second school week, Men's City Club.

Local No. 3, Friday, 4:15 P. M., fourth school week, Auditorium Hotel.

Local No. 199, Friday, 7:15 P. M., fourth school week, Room 523, 506 S. Wabash Ave.

Local No. 209, Wednesday, 9:30 P. M., first school week, Room 523, 506 S. Wabash Ave.

EVEN FROM SOUTH AFRICA

There are a few people, not many, thank goodness! who go about saying "What does the Society do for me?" You will notice the "me!" Well, that is not quite the spirit we want; it is what is the Society doing for the whole, and also, "What am I doing for the Society?"

—*The Mentor*, organ of The Natal (South Africa) Teachers' Society.

ERRATUM

In the December *American Teacher*, p. 16, the introductory paragraphs before the resolutions were interchanged. The resolution on "Organization of Teachers" was adopted; the one on "Unemployment Insurance" was referred to the Executive Council.

The Teachers Credit Union

By T. J. O'Shaughnessy, President, Illinois Credit Union League; Supervisor of Personnel, Rock Island Railways

As announced in the American Teacher of December, the Men Teachers' Union of Chicago has organized a credit union.

Much has been said and written in recent years about credit unions, but to many people the nature and functions of this new form of banking organization are still practically unknown. This is regrettable, since they are proving a boon to thousands of the ordinary folks of America in meeting the emergencies of life.

In the briefest possible definition, a credit union is a miniature co-operative bank, incorporated under a specific state statute within a specified group of people. It takes the savings of its members as payments on shares in the credit union and uses these funds to make loans, for provident and productive purposes to members of the group who are also members of the credit union. Interest is charged on these loans at a rate fixed by the Board of Directors within the limits set by the statute under which the credit union was incorporated, usually 1% per month simple interest on the unpaid balance. The earnings of the credit union, accumulated in this way, are returned in the form of dividends to the members on the money they have invested in the shares of the credit union.

The management of the credit union is in the hands of a Board of Directors, elected by and from the membership of the credit union, and no one not connected with the credit union has any voice in the credit union's affairs.

The nature of my work for many years has afforded me an opportunity to become familiar with the great need for the services that credit unions render, among the workers in industry. There are unexpected emergencies in any group of people, that bring with them a need for immediate credit. I am familiar, too, with the lack of provision by our banks, for the extension of this credit to working people. The worker who finds himself confronted with such a need for credit is usually compelled, by the lack of facilities elsewhere to furnish this credit, to patronize money lenders whose methods and terrifically high rates of interest make complete

repayment of the debt almost impossibly difficult. My connection with one of the Nation's largest railroad systems, where there are twenty-eight credit unions in actual, successful operation, some for nearly six years, has taught me the wonderful advantages of credit unions.

The school teacher's need for credit, is quite the same as that of other workers, and about the same proportion of teachers (somewhere between 10% and 15%) have bank credit.

I once telephoned a money lender to find out the hour at which he closed his office as I wished to send a man over with a payment that the man was due to make that day. I remember his reply, verbatim, and it may help to convince anyone who has a doubt that school teachers patronize the money lenders. He said: "Why, we close at five o'clock. Oh! Wait a minute. We're open seven-thirty tonight, this is the school teachers' pay day."

Successful credit unions have been organized and are operating among school teachers in various sections of the country, and are doing the same fine service for teachers that the credit unions on railroads are doing for railroad employes, that the credit unions in church parishes are doing for their congregations, and that the seventy-odd other varieties of credit unions are doing for their members. If there are fifty or more school teachers in your group, you may be sure they have about the usual percentage of ill-fortune and that a credit union can be made to render service of inestimable value to them.

Credit unions are no longer an experiment; they emerged from the stage of experimentation in Europe nearly a century ago and today they are better known in almost every civilized section of the world than they are in America. Germany has 52,000 credit unions; they are in France, in Italy, in Belgium, in Czecho-Slovakia and in Sweden, and even in India there are 100,000 credit unions. It has been less than thirty years since the first credit union was started on this hemisphere, and less than twenty-five years since the first state of the United

States passed a credit union law. Today there are thirty-two states with credit union laws, and there are many hundred credit unions in the United States in scores of varieties of groups, racial, national, sectional, fraternal and industrial.

The office of the Illinois Credit Union League, which is located temporarily at 139 W. Van Buren Street, Chicago, Illinois, will very gladly send descriptive literature to anyone interested in the subject, and will assist in the organization of credit unions in Illinois, without charge of any sort for their services. The Credit Union National Extension Bureau, 5 Park Square, Boston, Massachusetts, will be glad to render the same service to groups located outside the State of Illinois.

THE JOINT CONFERENCE OF PRINCIPALS AND TEACHERS OF THE CHICAGO PUBLIC SCHOOLS

By J. E. Armstrong, Special Secretary,
Principals Club

Twenty-six of the twenty-eight groups of organizations of teachers of the Chicago Public Schools have united under this name to work together in the interests of our public school system. Heretofore each group has done what it saw fit without regard to what the others were doing and sometimes with cross purposes. It is a very significant move to have so large a group of teachers cooperating in a common cause.

Excellent results have already been attained. When, during the Special Session of the General Assembly last Spring, the revenues for the Chicago Public Schools were threatened because of the reduction in the assessment, the efforts of this committee successfully prevented the loss of three million dollars to the schools of Chicago.

Through the efforts of Mr. Victor Olander, Secretary-Treasurer of the Illinois State Federation of Labor, who was also a member of the Strawn Committee, a delegation of the Joint Conference appeared before the Strawn Committee at Springfield and secured increased rates to offset the lowered assessment. Through the success of this work the pension fund was saved \$247,000; the closing of ten playgrounds was prevented; and the threatened closing of the schools in October was averted.

THE WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION

By Selma M. Borchardt,
Representing A. F. of T.

Society depends upon the health of every one of its members for its most complete realization and prosperity.

John Dewey has said, "What the best and wisest parent wants for his own child, that must the community want for all its children."

Social responsibility of the community to the child and the social responsibility of the child in the community is the key note of the White House Conference on Child Health and Protection. Is the key note, for in fact, the Conference has but started. The formal meeting of the Conference held in Washington from November 19 through November 22 was but an occasion on which to announce the program of work of the Conference. Practically nothing more.

A wealth of material is now at hand. Hundreds of men and women have been at work during the last year gathering, compiling, and analyzing data. These data must now be made available. The real work of the White House Conference is in making available to the lay public the data gathered by experts.

As teachers, and particularly as members of the American Federation of Teachers, we stand ready to do our share of the work. The findings of the Conference present many a challenge to us. If we but scan the finding we pick out much of immediate interest to us.

"Our system of education in general does not stimulate inventiveness, imagination, or initiative. Comparatively little has been done by the school to train esthetic taste which could be a guide to selection of activities in leisure time."

One of the reasons why the American Federation of Teachers was founded.

"Forty-three per cent of our population live in communities without public library service. The traveling library and the distribution of books by mail are reaching out in thirty-seven of the states. However, there are only 286 of the 3,061 counties in the nation with county libraries."

"The basic family income should be sufficient to provide not only for the physical survival of the child, but for his education and for family recreation."

We earnestly hope that this statement will inspire others than organized trade unionists to seek to work for a higher wage level.

"Machine age culture is *not necessarily* inimical to the enjoyment of the best of life's values."

Our problem is then to help adapt schools to the machine age culture so that the best values of life may be more generally enjoyed.

"The number of persons injured or killed in accidents in this country each year exceeds the total casualties sustained by the American forces during the whole period of the World War. In spite of a declining accident rate in certain industries, there has been in industry as a whole an increase both in the number and severity of accidents. . . . The present method of dealing with accidents cannot therefore be considered satisfactory. Many thousands of employees are not protected by workmen's compensation as these laws in many of our states do not cover certain occupations. Compensation benefits must in many cases be supplemented by public or private relief. According to the latest reports of four industrial state commissions, over one-half of the injured workers earned thirty dollars a week or less. It is apparent that any interruption or reduction of income will work hardship on their dependents."

More technical and more social protection of the worker is needed.

"The various types of irregular employment and indefinite unemployment are a major factor in privation and want among children. Of twelve industries surveyed, only three in the United States are exceeding a minimum wage level of \$1700 a year. Two major industries fall short of a minimum standard by over \$800. *The majority of the families in this country are living close to the margin of economic want.*"

This is a significant statement of this great national Conference—and it suggests that our much vaunted standard of living can stand more scrutiny.

"The school curriculum should be built around youthful interests instead of those of adults."

"Tests and examinations should be used only in helping pupils understand themselves and their progress in learning and their limitations, and to enable teachers to determine the efficiency of certain methods of study and instruction."

"An extra-curricula social program should furnish an opportunity for learning habits of social adjustment, through healthful outside activities."

What about curricular-izing these programs?

"Discipline that respects the personality of the child helps him to an inner adjustment, to recognize his own conflicting desires, and to substitute socially valuable behavior for those of his wishes which are ethically or esthetically undesirable."

We submit also that, if teachers are to in-

spire self-respect in the pupils, school organization must make possible the development of self-respect among teachers. Teachers who are denied an opportunity to participate in the affairs of a school system cannot inculcate in pupils a spirit of self-reliance and social responsibility.

"Conditions which arouse the emotions, such as nagging, quarrelling, fear, and over-excitement should be avoided. An exacting, over-conscientious, nagging teacher may add to the fatigue of children. Freedom, happiness, encouragement, sympathy help to prevent fatigue."

And a fatigued and harassed teacher is apt to be a nagging one.

"Facts gathered indicate a large number of physical defects in school children.

Total Number and Percentage of Pupils Reported in New York State, 1928-29, With Defects

	Cities		Rural	
	No.	Per Cent	No.	Per Cent
Nutrition	25,705	12.3	22,619	6.7
Teeth	82,917	36.2	219,459	38.6
Nose	5,648	2.4	16,349	4.8
Tonsils	30,606	13.3	77,181	23.0
Lymph Glands	3,856	1.6	21,765	11.5
Goiter	3,139	1.3	9,211	2.7
Eyes	18,491	8.0	31,834	9.4
Ears	3,672	1.6	5,941	1.7
Heart	2,667	1.1	5,298	1.5
Lungs	1,489	0.6	2,051	0.6
Hernia	335	0.1	526	0.1
Orthopedic	8,288	3.6	5,698	1.7
Skin and Scalp	10,323	4.5	7,574	2.2
Nervous System	1,010	0.4	2,288	0.6
Mental Deficiency ..	2,695	1.1	1,976	0.5
Speech	2,576	1.1	2,349	0.7

"Laws directly affecting the health of the school child should:

1. Not only permit, but require the provision of adequate room for physical activities during the school hours and at other times, and insure proper protection in the carrying out of those activities.

2. Provide adequate conditions for healthful living and maximum working.

3. Provide spaces and equipment in school buildings for health service."

"Many of the private kindergartens now in existence owe their existence to the absence of adequate kindergarten facilities in the public school system. Is this fair in a nation which proclaims that through its *public* schools an equitable opportunity is offered to all? Only one-fourth of the children between 5 and 6 years in the United States are enrolled in kindergartens. Anything that can be done publicly or privately to make state and municipal organizations aware of the importance of the kindergarten and facilitate its development as a part of the public schools is of great importance.

Our nation should develop its facilities for the education and training of five and six year old children to the maximum."

We trust that this recommendation from the White House Conference will stop the present tendency of many un-social school boards in their effort to curtail kindergartens.

"Young children, because they are inarticulate, have made no demands upon society; their parents, under an unfortunate tradition that the care of young children is simple, automatic, and unimportant have likewise been inarticulate. Even the kindergarten has had literally to fight its way. At the present time only twenty-seven per cent of the children in the United States between the ages of five and six are in kindergartens."

"A query as to the accessibility of the nearest playground showed that in 22.5 per cent of the cases, exclusive of the farm and rural groups, the playground was across the street or within a quarter of a mile; in 17.2 per cent, within a quarter to a half mile; in 16.2 per cent, from a half to three-quarters of a mile; and in 2.7 per cent from three-quarters to one mile away. In 23.9 per cent the playground was within one to four miles and in 13.1 per cent, four miles or over. Four and four-tenths per cent reported no accessible playground."

And how much space is there in the school? How many schools are so large that they are thoroughly factory-ized?

"A federal minimum age of 16 for a child's entrance into industry, with a higher age level for entrance into hazardous occupations is recommended in the interest of 'human conservation' and necessary economic and social adjustment within the community."

We, in the American Federation of Teachers reaffirm our belief in the federal Child Labor Amendment.

Ever so much more, and in many other fields. All interesting data. The question before us is, "Now that you have it, what are you going to do with it?" Our Executive Council is at present considering a proposal on how the American Federation of Teachers as an organization and how each of us as individuals in that organization will help make available in terms of practical experience to the public these data, compiled for the White House Conference and now given out from the White House Conference.

It is our task, and we are ready to assume it.

EXECUTIVE SECRETARY APPOINTED

By the National Child Labor Committee

Announcement has been made by Dr. Samuel McCune Lindsay, Chairman of the National Child Labor Com-

mittee, of the appointment of Courtenay Dinwiddie as Executive Secretary of that organization.

Mr. Dinwiddie succeeds Owen R. Lovejoy, who served as Executive Secretary of the National Child Labor Committee from 1907 to 1926 and is now a member of its Board of Trustees. Mr. Wiley H. Swift who, since Mr. Lovejoy's retirement, has served both as Acting Secretary and as Director of Legislation, continues in charge of the legislative work of the Committee.

In announcing Mr. Dinwiddie's appointment, Dr. Lindsay said: "During this time of industrial depression when all organizations are bending their efforts towards reducing unemployment, the National Child Labor Committee is redoubling its attempts to keep children out of industry and in school. Whatever jobs are available should be given to adults. To this end the Committee is devoting its major attention to disclosing the extent of child labor and to strengthening and extending legislative regulation of juvenile employment in all the states."

Mr. Dinwiddie, who is now working in an advisory capacity with the New York City Department of Health, brings to the organization years of varied experience in health and child welfare work throughout the country. From 1905-10 he was actively identified with the improvement of hospital conditions in New York City. In 1910 he became Superintendent of the Public Welfare Department and later Secretary of the Associated Charities in Duluth. For seven years he was Superintendent of the Anti-Tuberculosis Association in Cincinnati and during this period organized the first Public Health Federation in the United States. In 1920 he became Executive Officer of the National Child Health Council and later of the American Child Health Association and has directed Child Health Demonstrations of the Commonwealth Fund in Fargo, North Dakota; Atlanta, Georgia; Rutherford County, Tennessee, and Marion County, Oregon.

The National Child Labor Committee which was organized in 1904 under the chairmanship of Felix Adler to combat the evils of child labor in the United States, celebrated its twenty-fifth anniversary last winter in a two-day conference at the Hotel Roosevelt. It has been actively assisting in the work of the White House Conference on Child Health and Protection called by President Hoover, to meet in Washington, November 19-22, 1930, and has prepared an extensive report on Child Labor in Agriculture for this occasion.

The officers and Board of Trustees of the National Child Labor Committee include: Samuel McCune Lindsay, Chairman; Homer Folks, Vice-Chairman; Joseph R. Swan, Treasurer; Jane Addams, Leo Arnstein, Francis G. Caffey, R. J. Caldwell, Noel T. Dowling, Haven Emerson, Charles H. Frazier, Alice Hamilton, Mrs. Charles E. Heming, F. Ernest Johnson, Mrs. M. J. Kaufmann, Adolph Lewisohn, Grace M. Lichten, E. C. Lindeman, Owen R. Lovejoy, George H. Richards, Henry W. Thurston, Paul M. Warburg, Stephen S. Wise, Mark Wiseman, John W. Wood.

The Significance of the Southern School for Women Workers in the Workers' Education Movement

By Lillian Herstein, Local 3

Last summer the Bryn Mawr Summer School for Women Workers in Industry celebrated its tenth anniversary. This event marks a milestone not only in the history of the Bryn Mawr School, but in the development of resident summer schools for workers in America. In these ten years, four summer schools have been founded: the Bryn Mawr School, the Wisconsin, the Southern, and Barnard. In the summer of 1929 the combined enrollment of the schools numbered 248; in 1930 it was 240, a slight decrease due to the industrial depression and the resultant unemployment. Besides these summer schools there are, of course, the all-year schools; Brookwood, which was also founded ten years ago, and Vineyard Shore Workers' School at West Park, New York, which has just begun its second session. There are also Commonwealth College and the Workers' School at Denver.

From the point of view, therefore, of numbers of schools, and numbers of students, the movement for workers' education in America has had an encouraging growth. There is another direction in which these schools have grown: there has been a clarifying of aim and purpose. Teachers of those early workers' schools recall the long faculty meetings which debated until the wee hours of the morning the aim and goal of workers' education. Were the workers to receive training for activity in the labor movement? Were they to get vocational training? Or were they to get the chance to make up the lost educational opportunities of youth? Or was it possible to combine any of these aims? or some of them? The same confusion existed in the minds of the workers. At last a definite conscious aim has emerged. The advocates of workers' education have come to the conviction that workers' education is one of the fundamental approaches to the solution of industrial problems. It has been clearly differentiated from those phases of adult education (with which they have no quarrel) which strive to give the worker additional training in his vocation, or to provide courses in cultural subjects which he missed in his youth. Workers' schools recognize clearly

that this is not the best possible world, and that it is definitely their responsibility to make it better.

The cultural ideal however, has been just as definitely recognized and provided for, largely because of the insistence on the part of the worker-students themselves. Many zealous advocates of workers' education and teachers of workers' classes have entertained fond dreams of schools where class-conscious workers would dedicate themselves as apostles of a new social order, would deny themselves the joys of literature, or science, or art; would never take one minute from the purposeful pursuit of economics and social history until the last wage-slave had lost his chain. The students, however, inarticulately at first but more clearly as the years went by, have shown unmistakably on many occasions and in every session of every workers' school that they do not propose to "live by bread alone." The radical as well as the conservative yearns for "the good life" and has come to realize that she can get her just share of it only through collective action which will either change the existing social order, or modify some of its rigors.

The aim as it now appears expressed in the announcements of the different schools is a variation of the following: "The purpose of the school is to give workers in industry an opportunity through study and discussion to develop a deeper appreciation of life and a clear understanding of their part and responsibility as industrial workers." When these schools announce that they are not committed to any theory or dogma, they do not mean to suggest that they are not consciously dedicated to the bringing about of a better social order, but that they do not teach that the one way out is by Socialism, or Syndicalism, or Single Tax, or Communism, or Capitalism; but that each philosophy is as clearly and fully discussed as time permits and that the choice is left to the student. Every workers' school is now committed to the ideal of collective activity. This consciousness of a definite aim is no small achievement. It is purging the schools

of supporters, of teachers, and of students who do not agree with this aim; it is clearing the decks for more effective action.

Although all the workers' schools are in quite general agreement as to aims and curricula and methods of instruction, each school has a different tone and atmosphere. Each school is a reflection of a definite type of American worker and of a particular community. Bryn Mawr is national, even international; it recruits students from the entire country, and in the last few years has had some foreign students. The Wisconsin school attracts workers from the middle west. In this school the trade-union students come largely from Chicago and Milwaukee. The unorganized workers come in part from such open-shop states as Michigan. Barnard, conducted on the campus of Columbia University, recruits all its students from New York. Most of them are organized; they are largely foreign-born or the American-born children of recent immigrants.

Accounts of the Southern School for Women Workers in Industry have appeared before in *THE AMERICAN TEACHER*, and it is therefore unnecessary to acquaint the readers with the history of the school. With the background of two summers' teaching at Bryn Mawr, and two at Wisconsin, the writer visited the Southern School last summer and browsed around in several industrial communities in the South, including some mill villages. This article gives the writer's impressions of the Southern School, and an evaluation of its place in the workers' education movement of America.

Nineteen-thirty represented the fourth session of the Southern School. Unlike the three other summer schools for workers, it is not conducted under the aegis of any regular college or university. It can therefore lay no claim, sentimental or otherwise, to a campus. The first session was held at Sweet Briar College, Virginia; the next two at Burnsville, North Carolina. Last summer it found what gives promise of being a permanent habitation, Christ School for Boys, located in the midst of the Blue Ridge mountains, about nine miles from Asheville, North Carolina. The school cannot appeal to a definite college alumni for financial or moral support as the other summer schools can. It appeals to individuals and groups for voluntary

contributions. It is an indication of an awakened interest in a region regarded by outsiders as hopelessly indifferent to social betterment, that \$4,000 of the budget came from the South. Most of it came in relatively small sums, a fact which indicates a wide interest.

Equally gratifying is the moral support that comes to the school from Southern educators, liberals, and members of the Labor Movement. Such Southern leaders as Dr. Broadus Mitchell, professor of Economics at Johns Hopkins University; Miss Mary C. Barker, President of the American Federation of Teachers; Dr. W. W. Alexander, Director of the Commission on Interracial Co-operation; Dr. Frank Graham, recently elected President of the University of North Carolina, have been associated with the school from the beginning. Dr. Graham has been an annual visitor of the school, and delivered the address at the closing exercises last summer. Carl C. Taylor, dean of the graduate school at A. & E. College, Raleigh, North Carolina, has just become a member of the Advisory Committee. The school has the support of labor leaders in those Southern communities where labor has any appreciable strength, as in Baltimore, Maryland; Lynchburg, Virginia; Durham, North Carolina; Asheville, North Carolina; Nashville and Knoxville, Tennessee; Atlanta, Georgia; and Louisville, Kentucky. Mr. W. C. Birthright, Secretary of the Tennessee Federation of Labor, and acting President of the Barbers' International, is a member of the advisory committee.

The student body of the Southern School is the most homogeneous of the four. The students are all of Southern birth and training, relatively new to industry, of a recent agricultural past. They are one hundred per cent American, almost one hundred per cent Protestant, and about two hundred per cent exploited. Although Barnard recruits only in New York City, its students represent many different nationalities. Differences in race, religion and social background are not barriers that divide the students in the Southern School; on the other hand one misses the sharp and, alas, often bitter clash of opinion that enlivens the class discussions at Bryn Mawr or Wisconsin. As a whole the Southern Students reflect the inferior educational opportunities

which have prevailed in the South. The scholastic standard is lower than that of the other workers' schools because the students have been exploited to a greater extent economically, because educational opportunities, both in respect to formal schools and library facilities, are relatively fewer than those of the North.

The students of the 1930 session came from six different Southern states and fifteen different cities, but they had a fairly common social and industrial experience. They had been employed in tobacco and garment factories, in textile mills (including cotton, rayon and hosiery), and in shoe factories. Because of the industrial depression, there were only twenty-six students enrolled as compared with the thirty-five of the two previous summers. Twelve of the twenty-six were trade-unionists. This number does not, however, represent the degree of their solidarity. They have a class-consciousness, not of Marxian indoctrination, but derived from their daily existence in the industrial communities of the South. There is no need to tell them that society is divided into two classes. The fact is impressed upon them every day of their lives. Many of them live in unincorporated mill villages separate and distinct from the rest of the town, where there are company houses, company stores, company preachers, and—most undemocratic of all—company schools. The bosses live on beautiful estates; the boss-men live in homes superior to the homes of the workers. There are two kinds of education, one for the upper class, and another, an exceedingly inferior type, for the mill children. Most of the students have experienced the working day of twelve hours and twenty minutes. They have always known low wages. This year they have all had frequent and drastic wage-cuts. They have seen their fellow-workers evicted from the company houses, and forced to remain with their household goods on the highway in all kinds of weather. Out of their common suffering, out of the common monotony and drabness of their lives, there has come a clear realization of the need of group action. In the classes of the Southern School, one misses the stimulating discussion that goes on in the classrooms of Bryn Mawr or Wisconsin, but after the visitor becomes accustomed to the southern drawl and attuned to the slower tempo of South-

ern life, he senses in these workers a very real appreciation of the hardships of their common life, a consciousness of the new industrial order which has come to the South, and a quiet determination to meet their problems by informed, group action.

In last summer's session there were students who had experienced the high hopes which had marked the organization efforts in the South in 1929. In that year they had had their first taste of militant trade-unionism; they had participated in strikes. The school had gone in a body to the trials of the workers at Marion. Since then a year had passed. They had a clearer conception of what the struggle against entrenched wealth would mean. They realized to what lengths their economic oppressors would go. While the school was still in session, came the news that the Supreme Court of North Carolina had sustained the decision of the lower court to send the Marion strikers who had been arrested on a trumped-up charge to the chain-gang, whereas the slayers of the Marion workers had been let off scot-free.

There was also a group which was having its first organization experience, workers from Virginia. They were quite optimistic and would not have their ardor dampened by the sobering experience of the girls from Elizabethton and Marion. Both groups were learning much from each other by the hard process of discussion and clash. Out of their experience there was emerging a group feeling and some conception of the technique of collective action. As soon as school closed, the girls from Danville were pressed into service in the union activity that had been going on there all summer. The officials in charge of organization looked to them for definite help. These students have assumed the responsibilities of leadership expected of them, and are translating their school experience into service for their fellow-workers.

The students of the Southern School were evaluating anew the institutions which in the past they had revered: the courts, the church, the press. The sophisticated city worker may smile at the deep sense of injury felt by the Southern worker who was not allowed to play the piano in Sunday School after she had joined the union, or by the wife of the lay preacher,

who was read out of the Church because she had joined up; but something very real and very important had happened to these workers. They were subjecting their Church and other social institutions to the acid test. The following extracts from the student themes show the leaven of experience working:

"The church is an asset to any community, although it falls short in many instances in the good it could do. So far the church in general has been showing indifference towards workers. . . . The church should wake up to the great opportunity it is missing . . . the opportunity of helping the working man so he can help himself in future and take his rightful place in society.

"The funds of the organized charities in ——— for this year are already exhausted because of hard times. . . . The cotton mill companies may give one hundred dollars each to the community chest and then pay wages as low as ten dollars per week, not enough to take care of one person, not to mention a family of four. . . . In the cotton mill villages, in ———, we always have many more families who have to be helped by someone for they simply do not make enough to carry on. There is certainly something wrong somewhere that should be put right in some way."

In the four sessions one hundred and nine students have attended the Southern Summer School. This little band seems too insignificant to make any impression on the tide of industrialization which has come on the southeastern states in the last few years. The work of the school is, however, not limited to the summer session. The recruiting of students and their preparation for summer school work has resulted in the formation of educational classes in various Southern communities. The Workers' Education Committees, which have assumed the responsibility of recruiting students and of securing funds, center interest in the project. In the program of expansion, it is planned to bring education to more and more Southern communities. In February and March of 1930, six-weeks courses were conducted in Nashville, Tennessee, and in Atlanta, Georgia. As library facilities in Southern communities, except in a very few large

cities, are very inadequate, the school has a circulating libraries is contemplated, so that students who wish may continue their reading after the summer session.

In the expanding workers' education movement in America, the Southern Summer School for Women Workers is very significant. It ministers to the needs of a section of the country where educational opportunities at best have not been equal to those of the North. Social and labor legislation has lagged behind that of other parts of the country. The Industrial revolution has but recently come. The Labor Movement, which has expended considerable energy and money in this part of the country, has hardly gained a foothold. The renewed efforts which it is making this year will be made even more difficult because of the great and prolonged business depression. Neither the Southern School nor the communities to which its students return are envired by a labor movement which can give much support. The South is the mecca of employers who are seeking "cheap and docile labor." The standard of living of more fortunate parts of the country is therefore menaced by the competition of a region where low standards and poor conditions prevail. The activity of the far-sighted and courageous Southerners must be supplemented by that of others who realize that industrial exploitation of the South eventually means a lower standard for the North; who are determined that the transition to a different social order shall not be marked by the violence and injustice that has attended similar changes in other regions. The challenge of those who propose to keep America a divided country where one section shall live in industrial slavery and in feudal serfdom can be met in part by a persistent and pervasive movement of workers' education, of which the Southern Summer School is a small but sturdy beginning.

If you succeed in life you must do it in spite of the efforts of others to null you down.—*E. W. Howe.*

All truth is safe and he who keeps back the truth from motives of expediency is either a coward or a criminal—or both.—*Max Muller.*

BOOKS

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

—Emily Dickinson.

INTERNATIONAL CONTROL OF AVIATION: By *Kenneth W. Colegrove*. World Peace Foundation Publications, 40 Mt. Vernon St., Boston.

The perfection of the airplane and the airship, while adding to the enjoyment of living, has complicated international relations to a great degree. No longer is freedom of the seas the desideratum of nations—it is now freedom of the air routes that is enlisting the attention of the statesmen. For the airplane has obliterated national boundaries. The development of powerful air lines, while excellent business is dangerous to the defense of a nation.

For this reason there is springing up quickly a set of international laws governing aviation. These laws are classed under three headings: first, the regulation of aircraft in the course of interstate journeys; second, the diplomatic questions that arise from the development of air-lines and manufacture of aircraft by governments as a means of promoting their trade, colonial expansion and national defense; and third, the regulation and limitation of aircraft as a weapon of war.

Both the Washington Conferences of 1921 and the London Naval Conference of 1930 sidestepped the question of limitation of aircraft. Whether this question will be dealt with adequately at the conference of the five states to be called in 1935 remains a question. Meantime the codification of regulations continues in each country according to its particular needs. Individual nations enter into agreements with their neighbors on the issue and there is little, if any, agreement as to the general conditions that should apply to all nations.

This book is a thorough exposition of present conditions in aviation with complete information as to the conventions existing between countries, the regulations of aviation in the several countries, and some proposed rules for the regulation of aerial warfare.

Those of us interested in the continued peace

of the world ought to lend whatever influence we have to seeing that laws regulating the use of military aircraft be such as will reduce to a minimum the horror that can be dealt by these weapons.

THE HANDBOOK OF BUYING: Consumers' Research Bureau, 340 West 23rd Street, New York. \$2.00.

Do you know CONSUMERS' RESEARCH? It may mean dollars in your pocket to become acquainted.

The fourth revision, October, 1930, has just been distributed to the members. But, as the information is for members only, one may not quote. The booklet contains authoritative information on every article of interest to a consumer. The purpose of the organization is to "debunk" distribution merchandizing and advertising by presenting reliable information to all consumer members on every article used in, or in connection with, a household. It is a non-profit corporation which undertakes to tell its members the truth about nationally advertised products and others.

Its information comes from tests conducted in its own laboratories, from unbiased technical experts, such as the Bureau of Standards of the United States Government, from the American Medical Association, and from private sources.

The index begins with automobiles and ends with yeast. It is extensive, correct, and impartial.

CURRICULUM PROBLEMS IN INDUSTRIAL EDUCATION: By *Fred C. Smith*. Harvard University Press, Cambridge, Mass. \$1.00.

Published as Harvard Bulletins in Education, No. 16, this study describes the cooperative efforts of three forces in Cincinnati, Ohio, to secure coordination between training in the schools and what is needed in the shops, or on the job particularly as this applies to machinists. The three groups were Union Labor, Employers, and the Schools.

"Lack of cooperation between school and industry is the greatest problem confronting one who would construct a curriculum to fit for industrial employment," says Mr. Smith.

The Group Conference method was regarded as the most efficient, reliable, and practical meth-

od for securing material for the curriculum. Cincinnati, Ohio, was chosen because it is one of the recognized centers for the employment of machinists and is internationally known as a machine tool manufacturing center.

Details of this study and proposed courses of study are given in this bulletin. It should be of interest to every teacher of Industrial Education.

EDUCATION IN THE NOVEMBER MAGAZINES

Nell Peterson
Mary Gronert

The Schoolmaster and Woman Teacher's Chronicle, Nov. 6, 1930

This organ of the English National Union of Teachers has an article on "Doing or Thinking," by Frederic Evans Erith, Chief Education Officer, which challenges the curriculum makers to serious thought concerning the way that crafts should be used in schools if they are to have educational value. Mr. Erith questions the equality of doing and thinking, although he admits that the craftsman and the thinker are both necessary to civilized society, the one no lower than the other. "But it would be a mistake to maintain that the actual making of things stands no lower in the scale of values, as far as education is concerned, than the thinking which brings power to the hands of man and harnesses the vast forces of nature to his service."

In other words, what goes on inside the experience of the child who is learning a craft is of more importance than the thing made. "Not for economic," says Mr. Joseph Hart, "but for educational, i. e., for social, moral and spiritual reasons, the modern child needs the chance to handle the world as materials and to share the world as industrial processes."

Child Study—A Journal of Parent Education, November, 1930

This entire issue of *Child Study* is devoted to the discussion of Religion in the Present-day Home. Mr. William H. Kilpatrick tries to answer the questions, "How shall we think about religion?" Not what we think about religion but how, he maintains, is the key to religious adventure. "If a man says of his philosophy, 'I cannot say that it has been proved true; it yet needs verification in life. Moreover it is, in fact, yet

in the making. But I accept it as a program. I stake my life and all on it, to live by it, to prove it true'—if these words be truly spoken then this man's philosophy is a religion for him."

In "The Religion of a Scientist" in the same issue, Floyd H. Allport, a scientist and a father takes the reader with him on his search for a religion for himself and his child.

In each of these articles an educator is trying to help create a community in which the finer life may develop.

Progressive Education—A Review of the Newer Tendencies in Education, November, 1930

The editor of this journal gives a timely warning: "1930 is likely to stand out as a year of national studies in the field of education. Workers in progressive education are vitally concerned in every one of these studies since recommendations that issue from them will largely determine whether schools in the next quarter century are to be formal, conventional, and institutional, or quickened with the spirit of a new education."

The *School Arts Magazine* for December contains an article on Professor Gizek's School in Vienna which has much information for the teacher of Art. The results of Professor Gizek's free expression methods are well worth the attention of teachers who are debating between the formal curriculum and free activity during the art period.

Rose Netzorg Kerr tells how she develops creative imagination through the medium of the art classes and emphasizes the fact that "creative drawing is largely a matter of teacher attitude and practice, of the teacher-pupil equation." An outline of six fundamentals helps to creative work in art with grade school pupils is given at the close of the article.

A socialized activity program for fourth grade is reported by *Antoinette E. Arnold*, Hamilton School, Pasadena, California. Teachers wishing to employ this form of activity will secure many aids from the article.

In the November issue of the *English Journal* is a very complete, authentic, and interesting history of the development of the so

called "small magazines" by *Ezra Pound*. The part of such magazines as *Poetry*, *Egoist*, *American Mercury*, and the *Little Review* in launching young authors is entertainingly told. Mr. Pound concludes with an appeal to teachers to retain "an open mindedness toward the possible and the plausible" where budding authors are concerned.

Slow Sections in English, by *Ada M. Bing*, is an interesting account of work with homogeneous grouping and ought to be helpful to teachers with English classes organized on this basis.

The much discussed question of large or small classes doesn't seem to be one of size, according to *Dora F. Smith*. She concludes after several years of experimental work in English at the University High School in Minneapolis, that effective teaching depends more upon the methods employed than upon the size of the class.

This finding is in contradiction to an article in the November first number of *School and Society* by *A. S. Pearse*. Mr. Pearse says, "The most valued relation between teacher and student is probably attained in free and open oral discussions. Large classes interfere with this relation or make it impossible."

Possibly the difference comes in the interpretation of what is "effective teaching." Mr. Pearse's conclusions agree with the ideals of the American Federation of Teachers for he states the desideratum as, "Fewer and Better Students."

FROM OUR EXCHANGE TABLE

By *Lydia J. Trowbridge*, Local 3

On the Exchange table lie periodicals from many parts of the English-speaking world. As one glances through them one is impressed by the fact that in Australia, South Africa, Canada, the United States we are all fighting for the same things—the basic things that make teaching a desirable vocation, one of assured employment at fair compensation. Some groups have more, some less recognition. Some have progressed beyond the mere bread-and-butter stage. But in general we are all attacking similar problems in similar ways.

The platform of the Alberta Teachers' Alliance, Inc., includes "The creation, by Statute, of

a permanent consultative committee to give advice and inspiration to the Minister of Education."

Last summer the Alliance passed a resolution (not for the first time) urging the Department of Education and the University to grant the Alliance representation on all committees and bodies dealing with the subject of teachers' training.

The Manitoba Teacher, reporting the Canadian Teachers' conference in Alberta, says of the Superannuation Scheme: "Another proposal has been received whereby pensions may be converted into joint pension, payable to last survivor," teachers making "voluntary contribution of 1½ per cent or 2 per cent into the present fund so as to increase the joint pension." "The Commission views this proposal with favor, but is of the opinion that *it should be made applicable to women teachers as well as men.*" (The italics are ours.)

The A. T. A. Magazine of Alberta is one of the most wide-awake periodicals that come to our desk. The September number suggests that the Dominion Government, through its Research Council, give to education "what it gives to such services as agriculture, labor, mining and commerce," and that this is an opportune time to study the problem of examinations, now "to the fore" in Ontario and Alberta.

Advocating uniformity of program, the magazine publishes monthly outlines for grades I to VII inclusive. This is in line with the constitution of the Canadian Teachers Federation which gives as objects of the federation co-operation and co-ordination of all provincial teachers' organizations, and exchange of information.

It reports the visiting Headmasters of Public Schools of Great Britain as saying that in Great Britain freedom of the educator to teach whatever and however he chooses is held to be "axiomatic"—(a strong word, is it not?). The editor continues: "One unaccustomed to such ideas of freedom might be inclined to urge that the final result would be anarchy, and yet 'freedom from results' accruing from 'batting averages' at outside examinations, authorized text-books, intensive inspection, seems to produce a type of student and type of educator second to none on this planet."

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IN MEMORIAM

Congressman William C. Hammer of North Carolina is dead. We have lost a friend.

He was a beautiful character, whose rugged honesty and unfaltering courage made possible his able, far reaching public service.

He hated sham and conceit. He would not countenance crafty evasion. He was simple, direct, and honest.

"Hammer vs. Daggenhart" now the symbol to the whole country of the efforts of an able county prosecutor who sought to protect the children of the nation from exploitation in the mills, and whose valiant efforts, made in the face of bitter opposition, met defeat only at the hands of the United States Supreme Court.

"Law, if it be law, in the true sense of the word," said Mr. Hammer, once, in discussing his efforts to enforce the federal child labor law, "must protect a people, must help effect a truly social adjustment among the people of a community. That's what this federal child labor law tried to do. That's why it was needed."

And Mr. Hammer cared not one bit about the objections of selfish mill interests. Nor could these interests defeat him for Congress; the people of his district knew him.

A southerner, son of a Confederate veteran, the negro had no better friend anywhere than Mr. Hammer. "Give them a fair chance to do for themselves," he once said when he was trying to find employment for some negroes. Yes, they came to him, not to beg, but with a pride which he helped them maintain.

One of the large Power holding companies was actively interesting itself in a piece of legislation. Mr. Hammer was approached. He listened for but a few minutes, and then turning to his visitor, he said, "Perhaps if you were honest enough to come to me and tell me frankly that your holding company is interested in making more money, I'd listen to your story. It might entertain me. As it is, you and your company are neither honest nor interesting. I am opposed to their tactics and to yours. The program of the power trust is a grave menace to a free country. I shall say this on the Floor of Congress when this measure comes up." And he did.

It was Mr. Hammer who introduced our bill for the eradication of illiteracy; it was Mr. Hammer who led the fight in Congress for the teachers' pay bill; it was Mr. Hammer who led the fight in the House for an adequate Mothers' Pension for the District of Columbia.

His labor record was uniformly perfect. His devotion to human justice never faltered.

A great man has gone. We hope that the beauty of his character, the strength of his purpose and the effectiveness of his work will have permeated the state of North Carolina and the Congress of the United States, to such an extent that his truly noble spirit will continue to be felt, and his work be carried on.

Teacher Versus "Schoolmarm"

The following excellent editorial is taken from the columns of the *Christian Science Monitor*. It expresses so clearly the sentiments and position of the American Federation of Teachers that we take pleasure in reproducing it:

The woman school-teacher today wants a chance to be human. She wants it not simply because she desires to live more like a rational being herself, but because she is deeply aware that she must have this chance if she is to inspire her boys and girls, first to reveal, then to develop their finer human qualities. There is significance in the fact that magazines like the *Atlantic Monthly* and the *North American Review* print articles on the subject with noticeable frequency.

In the first place, teachers have shown true professional spirit by presenting their appeal in the better class of magazines. In the second place, teachers win a certain professional esteem by presenting their appeal with that grace, that frankness and that strength which find acceptance with these magazines. In the third place, it is plain that the magazines recognize a primary importance in this particular appeal of the teachers.

The "classroom teacher," as she now calls herself, does not want to be spotted as a "schoolmarm" when she is seen among other people, as to the manner of either her dress, her speech or her action. Rather, she longs to be recognized as "a woman who understands the heart of a child." When with her pupils she wishes to be human and natural, and honest with herself. She wants parents and the community generally to

know that her purpose is to help her boys and girls to see the beauty and attraction in right living. She sorrows at the thought that she is compelled to send many from her classes believing that life is a pitiless jumble of rules, cramming and examinations, driven by a cold, machine-like precision.

In fairness, then, to herself and to her charges, she realizes that no longer can she submit dumbly to that narrow concept of education which burdens her with an increase in size and number of classes that is beyond all reason, forcing her to labor like a factory hand tending so many bobbins. She has finally been aroused to speak directly to the intelligent readers of the better periodicals when her employers go so far as to restrict and regulate every minutest detail of her conduct outside of school hours.

At the beginning of her career she took it for granted that she comport herself in decency and honor. But it has been the habit of thousands of communities so to interfere in the private lives of school teachers that not only have many of them been unable to live in any sort of normal fashion, but some of them have actually been thus forced out of the teaching profession. Those schools are always found to be doing the best work which have teachers who live normal human lives, who are permitted to enjoy living, who teach in an atmosphere of unhampered unfoldment and who are therefore able to develop enthusiasm in their pupils.

Teacher Unity

We are living in a corporate age. However much we may object to this condition it is with us. We must meet its disadvantages in some way other than through talk.

Teachers should meet economic corporateness with intellectual corporateness. How? Every teacher should join a teacher union in order to give unity of purpose to all teacher effort; to give the assurance of numbers to their leaders; and in order to secure for the teaching profession the right to present unbiased truths and facts to the school children who will be asked by courageous teachers to face the truth and decide what, in their opinion, is right.

As Superintendent Bogan said, "Only a free teacher can teach free children."

MARY L. GRONERT, *Local 3.*

Local News

GRAND FORKS LOCAL 205

Mr. G. W. Crossman, Chairman of our special committee on salaries, has made a most interesting preliminary report of a study made of Salary Schedules applicable to such cities as Grand Forks. The study has been in progress for the greater part of the past year, and was based on reports from many sources.

The investigation shows that the salaries paid to teachers of Grand Forks are slightly below the average salaries paid by cities of the same class throughout the country, although this average is lowered by the inclusion of schools in southern states where salaries in many places are very low. The Committee of the National Education Association recommends that the northern states should have salaries two per cent above the average for the country on account of higher living expenses.

The report further shows that the qualifications of the teachers of Grand Forks schools are much above other schools of our class both in North Dakota and in the United States generally. In Grand Forks the number of teachers having higher academic degrees exceeds the number found in any city of our class in the country, according to the studies of Supt. West.

Interesting reports of summer conventions have also been made to our local. Miss Grace Greenwood and Miss Viona Hansen reported on the National Convention of the American Federation of Teachers, and our president, Walter M. Loomer reported on the Convention of the North Dakota Federation of Labor. Mr. Loomer introduced and the convention adopted resolutions favoring the change from an elected to an appointed State Superintendent of public instruction, the enlargement of the unit of taxation for educational purposes, legislation to place the State Teachers' Pension and Retirement Fund on a sound financial basis, and the enactment of a reasonable and workable State Tenure Law for teachers.

The Trades and Labor Assembly of Grand Forks unanimously voted to buy twenty-five tickets to a Card Party given by the Parent Teachers Association of the Junior High School

to raise funds to supply school children with needed clothing.

MEMPHIS LOCAL 52

The Memphis Teachers' Association is at present interested in publishing a monthly bulletin. For some time they have held this ambition in abeyance, but now, inspired by Local 5 and others, committees are at work obtaining facts and figures incidental to launching a publication. If all goes well we hope to have the first editions printed in January.

Probably our most active committee in December is the insurance committee, because this is the month for renewal of contracts. So universal has been the satisfaction with our Group Disability Plan during the two years it has been in effect, that many new members are applying for the insurance.

Just here comes the thought of working, as Mr. Scott suggests in his splendid report on Professional Improvement, for conditions which will promote the health of the teacher. Which bring us to the task of the committee on Teacher Load. Slowly but surely this committee is accumulating facts of the teaching conditions in our schools.

CARLOTTA PITTMAN,
National Representative.

CAMBRIDGE LOCAL 195

Our October meeting took the form of a dinner in honor of Mrs. Florence Curtis Hanson, National Secretary-Treasurer. Among other guests were Mrs. Richard M. Russell, wife of the Mayor of Cambridge, and Mrs. Mary Thompson, President of the Women's Trade Union League of Boston. Mrs. Hanson spoke to us in her usual inspiring way and answered many question from the members. Mrs. Thompson also spoke, enlightening us regarding the indignities working women are liable to meet and the sacrifices labor leaders are ready to make.

A number of our members were able to attend some of the meetings of the Annual Convention of the American Federation of Labor, which was held in Boston early in October.

More recently a bridge and dinner has been given, netting fifty dollars for our emergency fund.

ANNA L. P. COLLINS, *Liaison Officer.*

PORTLAND, OREGON, LOCAL 111

Following a long established plan of having at our open meetings a speaker who is well informed upon something outside our domain, we had as "our guest artist" Miss Ethel Sawyer, of The Catlin School, a private school of this city. Without attempting to correlate ideas or to maintain sequences, I wish to report a few things that Miss Sawyer said. I shall not speak of methods of diagnosis, under conditions which encourage natural responses, nor of wholesome devices to encourage the study of the distasteful. I shall confine the report to that philosophy (for many years made practical by actual demonstration in this particular school) which is a part of our beliefs concerning education, but which, because of restraints of traditional teachers, is never allowed to run afield.

The fundamental theory is that education is an awakening, a curiosity, a desire, an eagerness, and finally a growth. Such an operative theory of the "educational" process finds no place in the school system for a pack of assorted facts collected by various means of cohesion and externally attached. The objective in this growing process is clear thinking, accurate judgment, and adequate expression. To aid in this process:

1. No class numbers above ten.
2. No standardization of grades exists. Names are given to groups for the convenience of designating ten persons at the same time—for no other purpose. What one ten accomplish, either in character of material or extent of factual information, is not the slightest criterion of what another group in school the same length of time, can accomplish. The curriculum is of meager importance; the growth of personal power of supreme significance.
3. The teacher is not only a well informed instructor; she, too, is an eager learner. She is as sincerely interested as the pupils in the result of the immediate investigation. Quite likely new needs have taken her into entirely new field of exploration.
4. No methods to force results are used. Results are *awaited*.

The Catlin School is no longer an experiment; by educators in the West it is recognized as one of the finest "new" schools of the country. I

am reporting this, not because the ideas are new to those of the Profession, but because the project, signally successful for many years, may be to us one of the harbingers of a new day.

BELLE TENNANT,
National Correspondent.

MANUMIT LOCAL 191

It's interesting to wonder what will be the outcome of the effort of the national office to relate the locals more closely to itself and to each other. Our little local is perhaps a uniquely isolated one. We are all teachers in the same school. It is a small community boarding school which was founded in 1924 by Bill and Helen Fincke, the founders of Brookwood Labor College, and for the same reason: to assist the educational side of the labor movement. They wanted to contribute their lives, their home (this school occupies what was then their home) their utmost effort, their knowledge and wisdom—all they had and were, and that was very much—to organized labor, because they believed organized labor was the hope of the world, and in particular the greatest hope the world contains for peace.

After one year, and a splendid first year it was, this school for workers' children lost its resident founders, because of a slow fatal illness; and in the school's third year Bill Fincke gallantly died, his last efforts being for Manumit.

Nellie Seeds is now the Director. This is her fourth year, and the school is doing very well.

Our situation is thus very different from those of which the American Teacher generally tells. Here we are, living together, our local literally being a family affair, and that in labor's own school, where the majority of the children are the children of labor-conscious parents, and where labor's point of view is well understood by many of them.

We live, too, on a farm, and feel like forefathers, for we have all kinds of socially necessary work to do beside teaching. We must keep the classroom claims in their place, for there are many others. Perhaps some fellow-members of the Teachers' Union will come and inspect our poultry and cows some day.

SARAH M. CLEGHORN,
Liaison Officer.

BUFFALO, LOCAL 39

The first meeting of the year of the Buffalo Industrial Teachers' Association was a success. About fifty members attended a supper at the Y. M. C. A. building.

Some time ago a Buffalo newspaper carried an item about an apprenticeship system which was to have the Manufacturers Metal Trades Association and the Buffalo Vocational Schools as parties.

As we had no idea, how our schools were to be affected by such an agreement, we asked our Deputy Superintendent, Mr. Wing, to talk to us about this system.

Mr. Wing gladly accepted, and explained that a few meetings had been attended by various industrial men and Mr. Wing, but as yet nothing tangible had been worked out. He saw no way in which this system would interfere with our Continuation School attendance.

Our local intends to help in finding ways and means by which the schools may get more financial aid from the state. This will enable the Board of Education to meet all educational demands of the public.

We shall also sponsor a movement to make Industrial Education mandatory by state law, so that our work will not be curtailed when money seems scarce.

We believe our work is as necessary to the public as the dead languages.

Buffalo teachers are interested in news that an attempt may be made to change the State Tenure Law for Teachers. Any more will be carefully watched by our local, so that members will not be adversely affected by any change. We will also safeguard the interests of new teachers.

Our association is about to close a group insurance policy covering all our members. This project has been under consideration for two years. We believe, aside from personal benefits, this will have a tendency to bring in younger members and hold the older ones.

We are planning to hold a Ladies' Night, Supper and Card Party during Thanksgiving week. We expect in this way to enjoy good fellowship and at the same time put some cash in our treasury.

LYMAN B. FISHER,
National Correspondent.

NEW YORK, LOCAL 5

I

The general movement for the relief of the unemployed has involved New York from the day President Hoover issued his appeal in October. At that time Mayor Walker gave informal expression to the view that the municipal employees of New York City might properly be the first here to respond to the call for relief funds. The principal of the James Monroe High School immediately started his heads of department on the rounds of collecting money from the 260 teachers in the school. The office of Local 5 learned of the principal's enterprise as soon as it started. A letter was forwarded to the President of the Board of Education informing him of what was being done, protesting against the compulsory character of the levy, and incidentally inquiring whether in his opinion the by-law prohibiting the collection of money in the schools without the approval of the Board of Education did not apply. Copies of the letter were sent to the press in accordance with our custom of giving publicity to all our work. The next morning the "New York Times" carried our letter, and other newspapers wanted to know more. The principal tried to protect himself by sending a circular to the teachers thanking them for their cooperation, regretting the need of haste in view of his desire that James Monroe should be among the leaders, and saying that he wanted it understood that whatever contribution or pledge was made was to be voluntary. However, his after thought availed him nothing, for he was forced to return all the money collected, and to curb his spirit until the Board of Education had taken formal action approving a plan to give teachers the opportunity to participate in the relief campaign. This principal is known to be an inveterate politician, and evidently wanted to make use of the opportunity to prove the possession of "initiative" in behalf of his further candidacy in the school system.

II

We regard our legislative service as first class, but someone "slipped something over" on our legislative watch-dogs, apparently in the closing day of the 1930 session, by securing the passage of a bill to pay salaries to presidents emeritus of the three tax-supported colleges in the City

of New York. The two men who would be beneficiaries at once have pensions of nearly ten thousand dollars annually. Another future beneficiary of the law is a personal friend and a former teacher of Mayor Walker. In this fact we may have the clue to the promotion of the welfare of the poor and needy *emeriti*.

The Executive Board of Local 5 took action demanding that the Board of Estimate and Apportionment decline to appropriate the money to carry out the provision of this law. Our letter was forwarded to the Mayor, and copies given to the press. The Board of Estimate has already postponed action three or four times. Incidentally, the Union has asked lay bodies interested in education to join in the protest. The response to this invitation has been good.

These two stories illustrate our method of work. Efforts to "negotiate" understandings are rarely successful in our political system. For that reason we don't use that method.

HENRY R. LINVILLE,
President.

SACRAMENTO LOCAL 31

Our meeting of November 6th was of especial interest, as Mr. G. M. Klinger and Mr. H. P. Dole of San Francisco Local 61, were with us and gave us a stirring account of their Salary Study Committee, the Salary Survey in San Francisco, and the splendid outcome of their courageous work. It was quite in keeping with their past record that Mr. Klinger and Mr. Dole had driven the ninety-five (?) miles from San Francisco since school hours and were returning that same night to be on duty the next morning at seven forty-five. A deeply interested group of more than a hundred gathered to listen.

Our Law and Legislative Committee, with the earnest backing of our membership, is working to put over educational legislation at the next session of the Assembly. A Professional Relations Committee, similar to the Work Committee of a labor union, is being organized for the purpose of devising ways of raising professional standards and of cooperating with the administration in solving problems that arise. The Welfare Committee has been very helpful in adding eighteen to our membership this fall, and in working for good attendance at the monthly eve-

ning meetings. One member of this committee issued five successive notices of our last meeting and personally took them to the various schools for distribution to each city teacher. Our Press Committee is issuing a telling monthly bulletin; I mean *telling*—it tells the things we want to know in a telling way. A copy of this bulletin goes to every teacher in Sacramento and to each member of the administration, not merely to Federation members.

FLORENCE C. MUDGE, *Liaison Officer.*

WASHINGTON LOCAL NO. 8

On Saturday, November 8, the Teachers' Union of Washington, D. C., held its annual fall luncheon at the Lafayette Hotel. The speaker on this occasion was Mr. Paul E. Lesh, the attorney for the Union. Mr. Lesh told some very interesting facts about the legal status of teachers in Washington. It was Mr. Lesh who won the suit which makes it possible for married women to retain their teaching positions in the District of Columbia. The attendance at the luncheon was very large; all appeared keenly interested in the talk.

ELIZABETH DRAPER,
National Correspondent.

WASHINGTON LOCAL 27

Local 27 is meeting regularly, and working earnestly toward the solution of a number of problems that confront them. Several cases of obvious injustices to members of the local are being followed persistently.

We have had a very helpful and cordial conference with the Assistant Superintendent in charge of our schools about the annoyance caused us by book agents and about an attempt on the part of certain unscrupulous book firms to exploit poor parents by claiming to sell a set of books demanded by the curriculum in our schools.

The local is somewhat hampered by the fact that its members seem to become ever busier and busier. They have a desire, but seemingly no time, to advance their own interests.

MARY MASON JONES,
President.

Members too busy to work for their own interests are not unknown in other locals. To such we would like to repeat the saying, that those who are too busy to protect their own interests may soon find they have no interests to protect.

News of Our Members

Dr. Anna J. Cooper, with a degree from the Sorbonne, Paris, retired from the schools of the District of Columbia after rendering distinguished service for fifty years. She received the highest commendations for her work as teacher and character builder. She did not retire to rest, however, but instead, accepted for a year the presidency of Freylinghuysen University, a school which gives opportunity to working people for training at night.

Mr. Walker L. Savoy, delegate to our convention in 1928, has been promoted to the principalship of the Garnet-Patterson Junior High School Washington, D. C.

Miss Angelo Bishop, a good member of Local 27, has received a teaching principalship at Syphax School.

Paul H. Douglas, professor of economics, University of Chicago, and John A. Lapp, professor of sociology, Marquette University, will represent the American Federation of Teachers at the Conference on Unemployment of the American Association for Labor Legislation to be held in Cleveland, December 29 and 30.

Miss Florence Rood has been appointed by the Commission of Education of St. Paul to represent the teachers on the school board.

Selma M. Borchardt was invited by President Hoover to the White House Conference on Child Health and Protection as a representative of the American Federation of Teachers.

Miss Jennie Allensworth, first vice-president of the Memphis Teachers' Association, was elected a member of the executive council when the West Tennessee Teachers' Association held its annual convention in Memphis, November 20-22.

Miss Mary V. Little, of the Memphis Teachers' Association, is giving two afternoons a week and most of Saturday to work in the Marguerite Walker Jordan Studio. This beautiful studio is a combination gift and interior decorating shop, and is filled with rare and exquisite articles.

Mrs. Lydia J. Trowbridge, one-time president of Local No. 3, has been made a member of the Managing Board of the School of American Research, Santa Fe, New Mexico. This is a research center of the prehistoric American Indian, and sister to the American Archaeological Institute's other academies at Rome, Athens, Jerusalem, Bagdad, and elsewhere. The School of American Research is preparing to expand its work by the establishment of branches at San Diego and other southwest points; one has already been inaugurated at Mexico City.

Mrs. Trowbridge will attend the joint annual meeting of the Archaeological Institute and The American Philological Institute at Iowa City, December 29, 30, and 31.

In the exhibit of the All-Illinois Society of Fine Arts is hung a picture by Florence Hall Kirkpatrick (Local 3). The art critic of the Chicago Herald Examiner says:

Florence Hall Kirkpatrick, who has just returned from California with a palette splashed full of gorgeous harmonic hues, shows her older style with "Storm on the Dunes" in which the composition is strong, simple and very good.

Mrs. Kirkpatrick's work is on exhibit at the National Office of the American Federation of Teachers, Dec. 6th-Jan. 1st. Friends and fellow members are viewing these pictures with pride and admiration. A per cent of the proceeds of sales will be given to the Organization Fund.

Miss Sara C. Ashby, chairman of the English department, and Miss Nellie Godbolt, chairman of the Social Science department in the Sacramento Senior High School, led discussion groups in an Institute of seven counties of Northern California and the city of Chico, that met in Chico in October.

The Chicago Number

This special number of The American Teacher, The Chicago Number, is presented to the membership through the work of a committee from the teacher unions of Chicago.

We wish to thank all our contributors for their cooperation.

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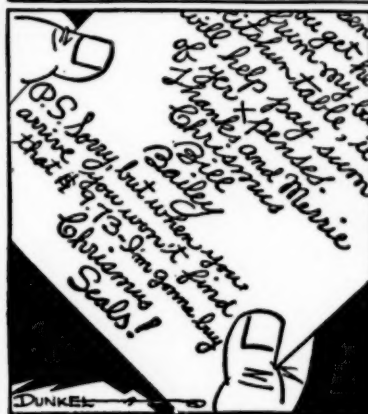
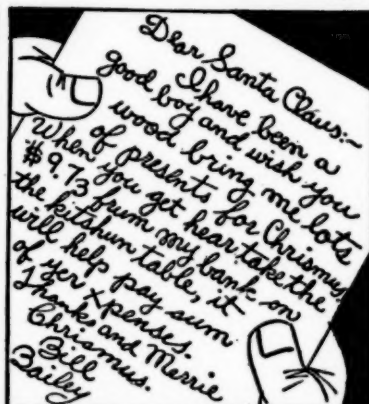
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