

RECEIVED
MAR 23 1931
LOS ANGELES PUBLIC LIBRARY

STACKS

TEACHER'S ROOM

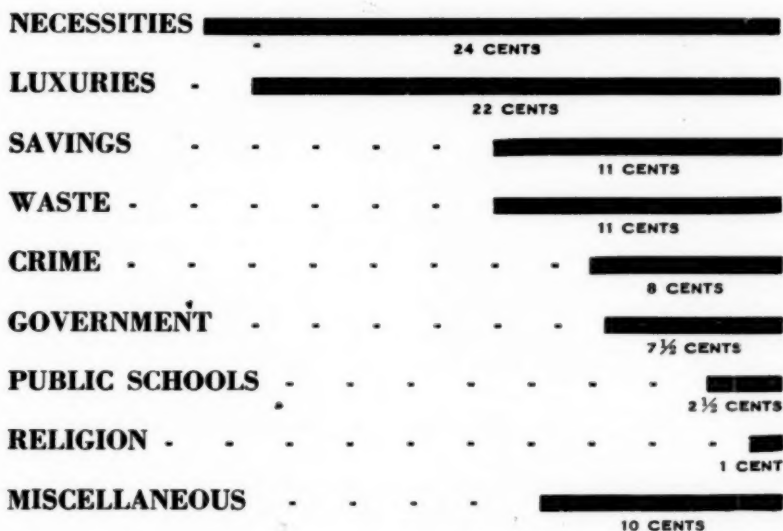
STACKS

REFERENCE
DO NOT LOAN

The AMERICAN TEACHER

DEMOCRACY IN EDUCATION EDUCATION FOR DEMOCRACY

How Our Dollar Is Spent



Organ of the American Federation of Teachers

APRIL, 1931

VOL. XV. No. 7





Outstanding Trips In and Around America

Schedules allow time in Los Angeles to attend meetings of the NEA Convention and Sight Seeing

TOUR ONE—Panama Canal \$238.50

Chicago to Los Angeles—14 day cruise via Mexico, Central America, Balboa, Cristobal, Caribbean Sea, Havana, New York and home.

TOUR TWO—Pacific Northwest—^{Canadian} Rockies . \$282.76

Chicago to Los Angeles—Boat to San Francisco, Redwood Empire, Portland, Seattle, Victoria, Banff, Lake Louise, Twin Cities to Chicago.

TOUR THREE—Hawaiian Islands \$549.68

Chicago to Los Angeles—SS. "Calawaii" to Honolulu, 7 days in the Islands, SS. "Malolo" to San Francisco, Salt Lake, Colorado Springs to Chicago.

All Expense Trips—Personally Conducted

American Express Travel Department 70 E. Randolph Street, CHICAGO
Tel. HAR. 9700—EXT. 305

Also sponsored by Mrs. Mildred Moore Duggan, 9422 Laflin St., Tel. Cedar Crest 3798 or 3590

CONTENTS

	Page
Facts for History Textbooks.....	1
<i>Lucia Ames Mead.</i>	
Just Another Day.....	3
<i>Nell Owen.</i>	
The Children's Charter.....	4
Editorials	6
John Erwin Kirkpatrick.....	9
The Teacher as Actor.....	10
<i>Sir John Adams.</i>	
Have We Overemphasized Heredity?.....	13
<i>O. Myking Mehus.</i>	
Teacher Credit and Loans.....	17
<i>H. S. Bechtolt.</i>	
Books	25
Educational Tendencies in Current Magazines	27
<i>Nell Peterson.</i>	
Local News	29
News of Our Members.....	32

A powerful antidote for the WORLD DISEASE of WAR

THE FIGHT for PEACE

By
DEVERE ALLEN

CRITICS and historians agree that this is "the most comprehensive, uncompromising, and diversely useful literary contribution ever made to the peace movement in any language." Here you may find an exhaustive survey of the peace movement for more than a hundred years. For the first time Peace Workers can have ready at hand a vast compendium of reference to pioneer experience which will give them perspective and enable them to work on something other than a trial and error basis. Preachers, teachers, and peace-minded people everywhere will need this book and "will find it worth the price of five dollars charged for it. Those who purpose to produce results as leaders toward world peace will find this work of value beyond estimate."

\$5.00

Send your order for this volume to

The American Federation of Teachers

506 South Wabash Avenue

Chicago, Ill.

The American Teacher

Entered as second class matter Oct. 27, 1926, at the post office at Chicago, Ill., under the Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Sec. 1103, Act of Feb. 28, 1925, authorized Nov. 3, 1926. Published monthly except July, August and September by American Federation of Teachers, 506 South Wabash Avenue, Chicago, Ill.

Volume XV, No. 7

APRIL, 1931

Two Dollars a Year

Facts for History Textbooks

By Lucia Ames Mead

That nothing is really known until it is seen in its relation to other things, is a lesson which Emerson taught the American teacher, but the application of this vital principle is often far to seek in history textbooks. A new syllabus on history for New York teachers that is soon to appear will lay great stress on preventable accidents; but will it compare these with our losses in war? The need for understanding something of world history if one is to understand one's own is generally recognized, but the need of considering one's own country's political history in its relation to economic and vital statistics is less understood. The future voter is usually left grossly unprepared for making judgments on public issues. Especially is he unable to judge matters which appeal to the emotions like questions of danger and defense. The student with a high school or even a college diploma is often all at sea regarding the most vital matters. He has learned a mass of facts unrelated to real life and the basis of judgment.

The writer has asked thousands of students in secondary schools and in colleges from the Atlantic to the Pacific how many Americans were killed in battle in our five foreign wars—The Revolution, the War of 1812, the Mexican, Spanish, and World wars. The first question was to a High School boy of 17 who guessed 2,000,000. The lowest guess she ever had was 100,000 and the highest was 6,000,000, the latter being from a very rich Boston woman who had once been a teacher. In asking audiences these facts were stated and the question asked as to how many thought the total was fewer than 2,000,000. In no instance were there more than a very few who thought it was fewer. Sometimes even in a Normal school composed of those who were about to teach American history not a single one raised a hand to indicate that the number was

fewer, while nearly all responded when the question was changed to how many think it is more than 2,000,000? As a matter of fact the number is less than one hundred thousand, which figure means vastly more when it is shown that the total is much fewer than we have had murdered in the last ten years, and that far more were killed by automobiles last year than were slain in battle in our first four wars. Not infrequently the teachers have voted as the pupils did. The judgment of students about this matter is probably as good as that of most adults. They remember that when they went to school the chief part of history had to do with wars and they have imagined that foreigners have shed rivers of our blood. The bearing of this misinformation and false psychology on the American demand in recent years for parity of tonnage is obvious. Were the facts known that we are the safest nation in the world, yet as President Hoover says, spending more for armaments than any other nation in the world, the reaction to our preposterous demand for parity of tonnage would have been different.

When the admirals and generals assure us that the army is below the danger point, that our security depends on having as great a navy as any upon earth, the average uninformed person believes it and is willing to submit to monstrous taxation under the propaganda of the Shreerers and the ship builders, and the clamor of the Chicago Tribune and the Hearst newspapers. Not until students are taught always to think of using facts comparatively, and are given the facts they need to be compared can their judgment on vital matters that affect their future and their taxes be anything more than the result of impulse, tradition and prejudice. Does not the law of self-preservation require that mankind should learn where to look for its chief dangers

and not be left in the dark? Are there any textbooks which make the dangers which threatens us clear? How many teachers know that six times as many as were killed in our five wars perish annually from preventable accident and preventable disease? Graphic charts hung on school walls should give these and other cogent comparisons, when they are not published in the textbooks. How many students get high school diplomas who have not the wildest idea of our statistics of crime compared with those of other leading nations? How many know that we are the only Christian country in which lynchings occur? How many have any idea of the instability of the dollar and the variation in its purchasing power? One graphic chart, not going too much into detail, might revolutionize a future voter's thinking on this subject.

Lack of imagination is being recognized by psychologists as a serious defect in students in business colleges. Pupils who can solve problems, make schedules, and draw up statistics often have little power to see human beings or human relationships as affected by them or the relation of one set of figures to another in terms of obligation or opportunity. In respect to imagination it is a question whether the banker is better off than the average man who deals very little with figures. Every child should be required to work out problems whose terms should teach incidentally a vast deal that he needs to know. Let him work out how long it would take men of different salaries, from those of a letter carrier to that of a corporation lawyer or bank president to earn a million dollars; let him figure out how long it would take at the rate of a dollar a minute to spend what our government has spent up to date because of the eighteen months of the World War and its aftermath in pensions, veterans' aid, etc. We have spent over fifty-one thousand million dollars—fifty-one billion, as the government figures show. The highest estimate that I have ever had as to how long it would take to throw away one billion dollars at the rate of a dollar a minute was from a college professor of mathematics. This guess was that it would take forty years. A little figuring would show that it would take nearly nineteen centuries. The pupil might learn the cost of his city hall, his school, his church, and these taken as a norm for calculations. How many high schools like this

could be built for the cost of one \$17,000,000 cruiser? How long would this building probably serve? How soon would the cruiser become obsolete? It is not necessary to preach or to engage in any propaganda but simply to state facts, to ask questions and show the future taxpayer where his money goes.

Incidentally with this teaching of arithmetic which concerned itself with something more than mere accuracy and quickness, but which made figures vital and significant the pupil would learn that great wealth is not produced by mere thrift and it might set him to considering the bases of great fortunes and the relation of great fortunes to tariffs and to special privilege and other matters which have direct bearing on current history.

The following facts are a few of the many that textbooks and charts might profitably show.

1. Our danger to life, prosperity and property has always been far greater from within our country than from attack of foreigners from without. No nation has ever yet declared war against us.

2. Justice Hughes said: "So far as we can see into the future, the United States is not in the slightest danger of aggression. We recognize our immunity, not that we may boast, but rather that we may appreciate our duty and responsibility. We know that in no power or possible combination of powers lies any menace to our security."

3. Our loss of life every year from preventable accident and preventable disease is approximately 600,000.

4. Our total loss from our Civil war and from our five foreign wars, including loss of deaths in battle, wounds, disease and every other cause is less than that. These figures of loss in both war and peace do not include the immense number who are annually ill or injured from preventable accident and preventable disease.

5. The losses of the Civil War as given from the War Department are: deaths in battle 110,000; disease 224,586; other causes, 24,872; total 359,528. In the Revolutionary War, fewer than five thousand were killed in battle; in the War of 1812, Mexican War and Spanish War, fewer than two thousand were killed in battle in each war. In the World War, 51,000 were killed in battle but others are still dying from wounds and being gassed. In 1920, the sum total of all re-

recorded deaths in all wars for every cause was 32,427.

Civil War is in another category than international war and may occur after international war has been outlawed and ended and an organized world has established an international police to replace rival armies and navies. Whenever there is tyranny there may be rebellion. But after

arsenals and armament have been greatly diminished, after no nation in civil war can get munitions from other countries, civil war will not be easy and will finally end.

The nation needs merely parity of security, not parity of tonnage. The slogan for all nations should be: "Above all nations is Humanity. Organize the World."

JUST ANOTHER DAY

By Nell Owen, Local 52

Keep up your faith, O teacher!

Do not bowed down in sorrow;

You were not allowed to teach today

But maybe you'll be tomorrow!

You stand before your classes in the freshness of the morning

With your very best to give them and all lesser efforts scorning.

There is perfect contact with them, they are working hard—no capers,

When a lady lightly enters, in her arms a stack of papers.

"I have come to give your pupils a little mental test;

You will grade the finished papers but I will do the rest.

And we will thank you at the office if you will kindly hurry

With so many schools to hear from, you've no idea what a worry."

And out she trips and leaves you with your shattered senses reeling

While visions of the mound of themes that always wait come stealing.

You take a grip upon yourself, start in once more—no matter.

A messenger comes banging in with dreadful noise and clatter.

"The nurse says send her all your boys!" The Three R's, once so treasured,

Are forced to take a back seat while the boys are weighed and measured.

No use proceeding with the lesson, no use becoming vexed,

But the period is wasted for the girls will go out next.

All that at length is over, and with a long sigh of relief

You begin the reading lesson, O. Henry's "Ransom of Red Chief."

It's a thing they all delight in, with appreciative giggles;

You mark the progress of their reading by the current of their wiggles.

Just as you think you're making headway

The dentist sends for Arthur Treadway.

The spell is broken, the mood is gone;

Unlike his thrush, you can't recapture

Browning's "first, fine careless rapture;"

The rest is only plodding on.

Wearily you take another book

As the dentist calls for Mary Cook.

You rally in the afternoon, resolved at last to do or die,

You begin with composition and the pupils really try.

There is peace at least ten minutes, when at the principal's command,

A wingless Mercury appears with a paper in his hand.

Announcement of the meeting of the Civic Club next night

Must be written on the board so each child will get it right.

With that at last accomplished and the work begun again,

Comes a tiny lisping tot, "Hath anybody theen my pen?"

Next a grinning pupil enters with a note, you stop to see,

And read the brief announcement: "Orchestra practice is at three."

A visitor gives a timid knock,

And so it goes till three o'clock.

Came the dawn: the morning papers,

This flaming legend bore:

"Teacher placed in straight-jacket,

Beats head upon the floor."

Place me on Sunium's marbled steep,

Surround me with the ocean deep;

Put a class within my reach,

And then, good Lord, just let me teach!

—The Teachers Forum.

The Children's Charter

White House Conference on Child Health and Protection, November, 1930

For every child a school which is safe from hazards, sanitary, properly equipped, lighted, and ventilated. For younger children nursery schools and kindergartens to supplement home care.

For every child a community which recognizes and plans for his needs, protects him against physical dangers, moral hazards, and disease; provides him with safe and wholesome places for play and recreation; and makes provision for his cultural and social needs.

For every child health protection from birth through adolescence, including periodical health examinations and, where needed, care of specialists and hospital treatment; regular dental examination and care of the teeth; protective and preventive measures against communicable diseases; the insuring of pure food, pure milk, and pure water.

For every child from birth through adolescence, promotion of health, including health instruction and a health program, wholesome physical and mental recreation with teachers and leaders adequately trained.

For every child who is blind, deaf, crippled, or otherwise physically handicapped, and for the child who is mentally handicapped, such measures as will early discover and diagnose his handicap, provide care and treatment, and so train him that he may become an asset to society rather than a liability. Expenses of these services should be borne publicly where they can not be privately met.

Pronouncements of the American Federation of Teachers

School buildings that are comfortable, safe, sanitary and well equipped, retaining an atmosphere of friendliness and non-institutionalism.

Program of Action, 1925

Therefore, be it resolved that the American Federation of Teachers urge upon its locals and upon the school systems of any communities where their influence may reach, the adopting of a comprehensive program which shall include the following elements:

1. Inspection of the physical health of the children once at entrance, and as often thereafter as may be possible, by physicians responsible to the Board of Education.
2. Clinical facilities under the Board of Education for the study of behavior problems.
3. A nurse in each school or to each 1,000 children for follow-up and frequent inspection.
4. Training of teachers of physical education in corrective gymnastics, and suitable facilities as well as time within the school day for giving them.
5. An adequate staff of psychologists in the schools to give not only mental tests but also to undertake special studies of children and of results of prognosis and achievement tests for their improvement, to assist in the adaptation of the curriculum to the strength and ability of the individual child.
6. A visiting teacher to each school or to each 1,000 children to maintain the contact with the home and assist the adjustment of the individual child to his environment.
7. A playground available to every school and time to use it as well as other means of organized recreation suitable to the community.

Annual Convention, 1928

The committee's study has been convincing that education and vocational training for the crippled child is humanitarian and can in many cases "make tax producers out of potential tax consumers."

The committee is also convinced that the necessary education for these handicapped children requires that provision be made for medical, surgical and institutional care. Hence it desires to recommend that the American Federation of Teachers and its various locals strive to bring this matter before the legislatures of their respective states, and to interest labor and other local and national organizations in securing the legislation necessary for adequate educational opportunities for this class of children.

Report of Education Committee Annual Convention, 1927

For every rural child as satisfactory schooling and health services as for the city child, and an extension to rural families of social, recreational and cultural facilities.

The educational opportunities of the children in most rural districts is so inadequate as to constitute a severe indictment of our nation, and to be a leading cause of illiteracy and other social and economic dangers.

Our investigation has found that the inability of many districts adequately to finance their schools has resulted in short compulsory school year, in some states, as low as four or five months, and low requirements for teachers. We find that boys and girls just out of the eighth grade are often employed as teachers and that professional training among rural teachers is rare.

The American Federation of Teachers, is not indifferent to this injustice to children and this menace to our nation, but urges upon its locals that they seek to interest all forces in their states in the matter of improving the rural schools.

**Report of Education Committee
Annual Convention, 1927**

For every child protection against labor that stunts growth, either physical or mental, that limits education, that deprives children of the right of comradeship, of play, and of joy.

"It is hardly conceivable that in America, where we pride ourselves on a sense of fair play and decency, that a campaign worked by such insidious misstatements and vituperative, libelous attacks as those made by the opponents of the child labor amendment could be carried on. We are proud of our record as we were the first national educational organization to raise funds through our membership for the work of freeing the children of America.

"To make our work to bring about the ratification of the child labor amendment more effective, we recommend that the legislative representative of the American Federation of Teachers and the American Federation of Labor be commended for their efforts, and that our representative be empowered to enlist the fullest moral and financial support of the locals in her efforts to rouse the conscience of America against the evil of child slavery."

**Report of Legislative Committee
Annual Convention, 1925**

For every child an education which, through the discovery and development of his individual abilities, prepares him for life. and through training and vocational guidance prepares him for a living which will yield him the maximum of satisfaction.

"RESOLVED, That we urge the establishment of more trade, vocational, commercial and central continuation schools in which the curriculum will be fitted to the student and not the student to the curriculum."

Annual Convention, 1929

For every child who is in conflict with society the right to be dealt with intelligently as society's charge, not society's outcast; with the home, the school, the church, the court, and the institution when needed, shaped to return him wherever possible to the normal stream of life.

Establishment by the Board of Education of child guidance clinics for the study and treatment of problem children; visiting teachers for schools of 1000 pupils, from kindergarten through twelfth grade.

**Report of Committee on Positive Health
Annual Convention, 1929**

For every child these rights, regardless of race, or color, or situation, wherever he may live under the protection of the American flag.

Equal educational opportunity for all without discrimination on account of race, religion or social status.

Program of Action, 1925

The American Teacher

Democracy in Education Education for Democracy
Published Monthly, except July, August and September
Official Organ

THE AMERICAN FEDERATION OF TEACHERS

ORGANIZED APRIL 15, 1916

Affiliated With the American Federation of Labor

Editorial Office:

506 South Wabash Ave., Chicago, Illinois

Telephone Harrison 2950

Editors:

FLORENCE CURTIS HANSON

LUCIE W. ALLEN

At the time of expiration, a bill will be found in the copy. Subscribers are requested to give prompt notice of changes in address.

Remittances should be made in postal money-order, express order, draft, stamps or check.

SUBSCRIPTION PRICE, TWO DOLLARS FOR
THE YEAR—FOREIGN \$2.20—SINGLE
COPIES, 25c

Advertising Rates Made Known on Application



EXECUTIVE COUNCIL

President

MARY C. BARKER, Atlanta No. 89; 685 Myrtle Street,
N. E., Atlanta, Georgia.

Legislative Representative and Vice-President

SELMA M. BORCHARDT, Washington No. 8; 1741 Park
Road, N. W., Washington, D. C.

Vice-Presidents

ABRAHAM LEFKOWITZ, New York No. 5; 10414 27th
Avenue, East Elmhurst, Corona, New York, N. Y.

HENRY R. LINVILLE, New York No. 5; 70 Fifth Ave.,
New York, N. Y.

A. J. MUSTE, Brookwood No. 189; Brookwood, Katonah,
N. Y.

CARLOTTA PITTMAN, Memphis No. 52; 131 Clark Place,
Memphis, Tenn.

FLORENCE ROOD, St. Paul No. 28, 372 St. Peter St.,
St. Paul, Minnesota.

W. B. SATTERTHWAITE, Seattle No. 200, 1837 12th Ave.,
West, Seattle, Washington.

LUCIE H. SCHACHT, Chicago No. 3; 6714 S. Union Ave.,
Chicago, Illinois.

E. E. SCHWARZTRAUER, Wisconsin University No. 223;
1404 Vilas Ave., Madison, Wisconsin.

W. J. SCOTT, Atlanta No. 89; 212 Kings Highway,
Decatur, Georgia.

CHARLES B. STILLMAN, Chicago No. 2; 827 Ridge Ave.,
Evanston, Ill.

Secretary-Treasurer

FLORENCE CURTIS HANSON, Chicago No. 3; 506 South
Wabash Ave., Chicago, Illinois.

Associate Secretary

LUCIE W. ALLEN, Chicago No. 3; 506 South Wabash
Ave., Chicago, Illinois.

This Is Your Magazine

What Will You Do About It?

The AMERICAN TEACHER is not published for financial gain. Its aim is to clarify and promulgate the principles of the American Federation of Teachers and to aid in establishing a professional status for teachers. The editorial staff will do its best to see that it is reliable and practical. Pains are taken to make it attractive and readable, but it will not be the success it should be unless you are prepared to cooperate heartily with us.

We want your frank criticism. Tell us whether you find it helpful and how it may be improved. Write to us about the problems that perplex you. Tell us about the trying situations that you have coped with successfully. Your experience may be of interest and help to others in the field. By such genuine criticism and cooperation we should be mutually helpful.

Collective Bargaining in the Universities

To the report of Dr. Yandell Henderson, chairman of the Yale chapter of the American Association of University Professors, to the national organization, we are indebted for an interesting glimpse of collective bargaining in a new scene. For four years the organization of professors at Yale has sought to reach certain desired ends through group cooperation with the officials of the university. In the end they report considerable success in certain lines of activity, but the chairman expresses some dissatisfaction with what he feels to be the limitation of the scope of their possible or probable successes, and some fear that an undesirable breach between the professorate and the administration may be widened. Protesting against the existence of any cleavage between these two groups, Dr. Henderson expresses more dissatisfaction with the need for the organization method than satisfaction at its accomplishments.

One cannot but sympathize with Dr. Henderson's regret that in the United States universities of learning have not developed along the lines of the Fellowship of Scholars which the European universities have inherited and preserved from the Middle Ages, but have taken on the nature of American business corporations. One must also admire the clear-cut logic by which

he arrives at the conclusion that should the present tendency to reduce teachers to the level of employees continue there will be no alternative to the labor union of teachers.

Americans, especially of the dominant business-man type, and even American professors facing their own problems, seem year by year less able to conceive of any large organization or institution in any terms except those of a business corporation consisting of a board of directors outside its active operation, a president and department managers, and a body of employees. In the best of our large business corporations some degree of recognition is now being accorded to the employees as partners in the functions and public service of the organization. In American universities, on the contrary, the present tendency is in the opposite direction: the professorate is being relegated to the status of employees and is even accepting this status as natural and proper. This may be sound in law; but it is not sound in the constitutional history of universities. Nor can it ever be a sound basis for an institution of learning.

* * *

One result of the changes brought by time is that such problems as those of salaries tend now unfortunately more and more to call for action by some organization of the professorate outside the frame of the university.

Nothing could be more disastrous for higher education and learning than for this condition to develop to such a point that the American Association of University Professors or other organization should assume the functions of a labor union of teachers. Yet this must ultimately be the result, although undesired by all, if the professors are to decline to the status of mere employees.

The industrialization of our universities is extremely adverse to the advancement of learning. Sweating injures no other enterprise or calling so much; yet teachers are notoriously weak in resisting it. If a factory lowered its wage scale and employed common labor in the place of skilled mechanics, its product would suffer and would not sell. But a university could reduce its salary scales by one half and still fill its faculties with ease. Probably many of those now holding positions in the common schools would gladly be university professors on half the salaries of the present incumbents. The product would be deteriorated, of course, but if well advertised the American public would probably buy it just as freely.

I feel that we should urge on our own university, and indeed on all American universities, such a reform of university organization that a teachers' guild would be unnecessary, except as an agency to help our brethren in weaker institutions. The teaching staff should be partners in a noble enterprise, not employees in an industry. A university should be a self-governing fellowship of scholars.

Whether such changes as Dr. Henderson desires can be effected by spontaneous combustion, as it were, is a question, of course, on which the educational world will divide. But that a constantly growing number of college and university teachers are deciding to seek the advancement of their profession through affiliation with workers in their own and other callings, the records of the American Federation of Teachers give abundant proof.

This abandonment of their splendid isolation is partially due, no doubt, to a conviction that this affiliation will be a source of strength which they need in the situation in which they find themselves, partly to a sense that all fields should be one in a common struggle for the advancement of education, and partially to a broader ambition that all human life should be made better through a union of all who work with hand or brain in a common endeavor to protect human rights against the impersonal power of corporate organization.

The American Federation of Teachers has found itself in hearty accord with the American Association of University Professors in more than one instance lately, and will watch with sympathetic interest its efforts to raise the status of the university teacher through the attainment of this vision of DEMOCRACY IN EDUCATION.

It is of interest to know that since submitting this report to the American Association of University Professors, Dr. Henderson has made a study of the principles of the American Federation of Teachers, and, stating he finds therein the organization he has sought, has joined Yale Local 225.

Traditional A. F. T. Policy Gains Support

Detroit, Mich., Feb. 4.—The policy of avoiding controversial issues in school rooms was termed "educational suicide" by Dr. Jesse H. Newlon, professor in Columbia University Teachers college, in an address today before a group gathering in connection with the National Education Association meeting.

Dr. Newlon declared that "attempts of militant minorities and vested interests to control policy" constitute a difficult problem, and one from which schools generally retreat. "Where things are hottest, controversial issues are excluded," he said, "with the result that youth may prepare to grapple with the problems of tomorrow only by chewing over the lifeless problems of yesterday."

"In too many communities," he added, "teaching is saturated with points of view held by the conservatives and even reactionaries in politics, economics, morals."

The schools, Dr. Newlon urged, "should become an instrument of enlightenment," regarding controversial issues of the day. "Let us use the materials of whatever source, but properly labelled," he said. "Let all sides be presented."

—*Chicago Tribune.*

We do not know whether this is new to the National Education Association, or just to the press. The following excerpts from the report of the Legislative Committee to the Ninth Annual Convention of the American Federation of Teachers held in Chicago, June 29, 1925, will be of interest in this connection.

Academic Freedom

Change is the law of progress. If the social value of change is to be secured, teachers and pupils must be free. Unless such freedom is assured intellectual stagnation is inevitable. * * * The American Federation of Teachers believes that under no circumstances should truth be perverted or distorted; that both sides of controversial questions should receive adequate and impartial consideration so as to develop the spirit of tolerance and critical mindedness, and, in addition, to provide proper material for thought. Young America is entitled to know the best that has been evolved in literature, science, art and industry; that it has the right to evaluate any theory or doctrine. The denial of such right means not only a denial of this educational heritage but intellectual slavery. * * * While opposed to partisan politics or partisan teachings most impartial social and economic questions are controversial and to enact such a restriction is to kill the heart of our curriculum—the social sciences.

Courage Always Wins

"Dare to be yourself," declared Senator Brach in a radio address last June to thousands of school graduates who were entering the arena of life.

The Idaho lawmaker reminded young men that privilege seekers and their political agents cry for political regularity that the status quo be maintained.

"If you have an issue of worth and moment," said Mr. Brach, "the machine will follow like a whipped cur behind you."

Teachers should retain this thought.

Political machines—and, in fact, the world—pay no attention to men who fear censure by the supposed "great."

The world may pity—but never respects—the whiner. That's why men command attention when they dare to do. They sweep others into their ranks by courage and disinterestedness.

The world is filled with men who fear to take chances.

They waste their lives in the vain hope that those who have seized power will some time, somehow, voluntarily surrender such power.

How They Do It In England

Mr. F. W. Goldstone, who has been for twenty-one years connected with the National Union of Teachers of England and Wales, for the past seven years as general secretary, will retire in August.

The following notice appearing in display style in *The Schoolmaster and Woman Teacher's Chronicle* is interesting as showing the English method of handling such a situation.

IMPORTANT!

Applications are invited from members of the National Union of Teachers for the post of General Secretary. The Scale of Salary is £1,000 to £1,350 per annum by annual increments of £50. In fixing the initial salary the Executive will have regard to the present emoluments of the successful applicant within the limits of the scale. The person appointed will be eligible for the benefits of the Scheme of Pensions approved by the Annual Conference of the Union from time to time, provided satisfactory evidence of good health is produced prior to appointment.

A list of duties and copy of the existing Scheme of Pensions may be obtained on sending a stamped addressed foolscap envelope to the undersigned, to whom applications should be forwarded not later than February 9 next.

The successful candidate will be required to take office on September 1, 1931.

Canvassing, either directly or indirectly, will be a disqualification.

F. W. GOLDSTONE,
General Secretary.

Hamilton House, Mabledon Place, London, W.C.1.

The sentence, "Canvassing either directly or indirectly, will be a disqualification," strikes strangely on the ears of Americans where in some organizations "canvassing" is begun for favorites for the next election as soon as the current election is over.

JOHN ERWIN KIRKPATRICK

In the death of Dr. John E. Kirkpatrick on January 31, 1931, at Topeka, Kansas, the cause of progressive education and liberal thought suffered an irretrievable loss. Dr. Kirkpatrick not only saw the faults and failures of the present system of education but was keenly alert to discover better and more effective methods. He was the author of many books, pamphlets and magazine articles calling attention to the weaknesses of the present system and pointing the way to a better. Among these are "The American College and Its Rulers," "Academic Organization and Control," and "Force and Freedom."

Perhaps the greatest achievement of Dr. Kirkpatrick's life and certainly the nearest to his heart was the establishment of Ashland College at Grant, Michigan, as an American Folk School modeled after the well known Danish folk schools. Here he translated into action his fine idealism.

Professor Kirkpatrick's boyhood was spent on an Illinois farm, and after high school and a few years' experience as a salesman, he spent three years at Chicago Theological Seminary, which were followed by ten years in the Congregational ministry in Kansas. After three years at Yale Divinity and graduate schools he was called to the faculty of Washburn College, Topeka, as instructor in history and political science. After eleven years of service at Washburn College, he was dismissed from the faculty because in his spirit of high idealism and independence he did not keep to himself his criticisms of the views commonly held and practiced in the administration of schools and colleges. Dr. Kirkpatrick has the honorable distinction of having suffered an injustice for being in advance of his times in educational policies and practices.

This tribute to Dr. Kirkpatrick would be incomplete without notice of the beautiful and inspiring relationship he built up with the students with whom he came in contact. For all time he established a warm place deep in the hearts of those who were fortunate enough to study under his direction and those who were associated with him in social and educational movements.

Dr. Kirkpatrick was for many years a valued member of the American Federation of Teachers. He believed in its program and sought in every

way to promote it. He gave with unstinting generosity to make this movement for educational progress an ever advancing movement.

Dr. Kirkpatrick was indeed a man worth knowing, for whose passing by, not only those who knew him well but all the world are enriched.

MARCH BLUES

It is the time of the year, isn't it, when brains feel most cobwebby? When we realize that the grindstone has been our too constant companion? The wanderlust, which is the best type of spring fever, is a wholesome malady for teachers. No other type of workers so need the change of thought which new scenes and new peoples give, as those whose daily work demands that they shall think the thoughts of the immature and live in the minds of childhood. It is great work, of course, but dangerous, if we make it a year-around mental life.

Elsie McCormick of the New York World has given us an inspiration for a summer which dreams good as a cure for the shut-in, grin-and-bear-it feeling which March brings.

"Norway!" she says, "I am sure there are few lands on this limited planet more beautiful. * * * With every shifting of the clouds the near and distant walls showed new hints of emerald, amethyst and sapphire. * * * the fjord widened out, a diffused light of blue and silver made it seem as if we were sailing into the crystal sea of Revelations. There were snow-covered mountains in the back ground and a glimpse of a glacier shining high up on the roof of the world. The tiny steamers that ply through the fjords move with so little crinkling of the satiny waters that a person feels as if he were gliding toward Avalon."

"The scene was so beautiful that it actually reduced American tourists to silence! Most of the way I merely wrung my thesaurus and wept impotently for new adjectives." If it did that to Miss McCormick, what would it do to school-tired minds! New adjectives needed because it is new. And newness is what they need!

The Norwegian America Line wants to take some American Teachers to see Norway this summer. What they can show them, and how they will take care of them they tell on our inside back cover. It is an advertisement, of course, but it seems to us like a good cure for the March blues.

The Teacher As Actor

By Sir John Adams

University professors whose subjects lend themselves to essay writing generally have by them a list of suitable subjects. But they must be careful in their use of them, for if they give them out indiscriminately the students are apt to take advantage and do a trade among themselves in old essays that may be furbished up as new. It is found that a certain decent interval must be allowed to elapse between the different occasions on which a particular subject is prescribed. Three years is the minimum period for safety, but most cautious professors find it is better to make it four. By that time the tradition of the essay has died down, and old essays have lost their market value.

In my experience there is one subject that I find always produces the same sort of essay no matter how long the interval that has elapsed since it was last prescribed. The reason seems to be that the student mind is so fixed in its attitude towards this particular matter that the reaction is always the same. This subject as you have no doubt guessed, seeing that you know the title of this article, is *THE TEACHER AS ACTOR*. I have prescribed this subject a very great number of times, but the outcome has always been the same. If you give an ordinary class of forty schoolboys an essay to write on *Education* you will get precisely two score little treatises on *How to get on*. So with two score essays by students of education on the *Teacher as Actor* the result is forty essays on *Sincerity*. The statement is perhaps truer of women students than of men: but even the men cannot quite get rid of the moral urge. Mark Twain speaks disparagingly of "the moral that wags its crippled tail" at the end of every school girl's essay. But the boys are not much behind them in this respect: after all a certain number of pages must be filled and moralizing comes easy.

In any case the essays submitted to me on the subject of the *Teacher as Actor* were always ferociously moral. Whatever the teacher is or does, if we are to believe my young essayists, he must be *sincere*. Few of them could resist the temptation to quote Polonius on their side and set out his portentous platitude:

To thine own self be true,
And it will follow, as the night the day,
Thou can'st not then be false to any man.

The vehement young moralists do not pause to consider which is the teacher's true self. If, after a bad night and a worse breakfast, he comes to school in a highly disgruntled state, is it the teacher's duty to make clear to his pupils the actual state of his temporarily disordered personality? Was Goldsmith's schoolmaster in Sweet Auburn giving his pupils a fair deal when he offered them the chance to "read the day's disasters in his morning face"? Ought he not rather to have put his best foot foremost, kept his personal chagrins to himself, and thus let the pupils bear their own burdens without the addition of his? Is he to be true to his passing ill-tempered self, or to the real permanent self that is something much finer?

We have found that the enthusiastic young moralists brought into their essays a quotation from Polonius. Let us seek out in the same play a quotation on the other side. Speaking to the players, Hamlet himself gives the advice to assume a virtue if you have it not, and the level-headed cool elderly teacher is inclined to pass the advice on to the young teachers, and ask: Should not the teacher present to his pupils his best side, not his worst?

It is at this stage that a word that has been hovering round the threshold of your consciousness for the past few minutes refuses to remain hidden any longer, and bobs up with some vigor. The word *hypocrisy*. My young essayists would have produced the word at a much earlier stage of the discussion, and even you sedate and mature people have a feeling that it is time this word is brought to light, and its implications analyzed.

It is indeed another of that group of words that have taken a wrong turning. Originally it meant something quite harmless. A hypocrite meant at first nothing more terrible than *one who answers*. The next step led to nothing more disturbing than *one who expounds or demonstrates*—here we have an ominous correlation with our profession. From this standpoint we

teachers are professional hypocrites. The third development connects the word with the stage, but meant nothing nastier than a *professional actor*. It was only at the last lap that it reached its present disagreeable connotation of one who plays a part meanly and for selfish ends.

In this bad sense the teacher has no share, though to the second and third meanings he must plead guilty. Teachers are certainly expounders and administrators: but they are more. The really successful teacher is from the very nature of the case a bit of an actor, even in the stage sense. Whether we will or know we teachers are always playing a part—and that without sin. One of our most brilliant English writers on education on its artistic side—Mr. Ian Hay—tells us in his *Lighter Side of School Life* that the teacher's life is one long pose, his favorite role being one of blameless enthusiasm.

We have only to look into our own experience in a spirit of honest criticism to discover that we are playing a part through every school day. We need only picture to ourselves what would happen if we exposed our real state of mind to the young people, to realize how inevitable this playing of a part really is in our profession. We have to give a lesson on, say, percentages. We are sick of the subject. We have taught hundreds of lessons on it, and we are frankly bored with the whole thing. We never want to hear the subject mentioned again in our lifetime. If now we let the class see that we are intensely bored we know quite well what the result would be. We are all aware how infectious boredom is. A well known English Public School master, Mr. A. C. Benson, used to claim that a certain one of the qualities he possessed was of most value to him in his profession. If I set you guessing what that prime success-producing quality was, I should be surprised if any of you hit upon the correct answer: it was a *certain easiness in being bored*. Mr. Benson claimed that the ease with which he himself got bored made him very sensitive to the same liability to boredom on the part of his pupils.

Accordingly, the inwardly bored teacher approaches the deadly dull percentage problem with a certain cheerfulness—not enthusiasm, mark you, for that is very rapidly detected by the pupils—and the class responds in the same chastened, but not quite bored, spirit. We are indeed

here brought face to face with one of the finest compensating principles to be found in the process of Education. Professor William James deserved well of our profession on the day on which in the psychological magazine *Mind* he gave an answer to his own question *What is Emotion?* We cannot enter here into detail about his answer, which implied that emotion and its expression are practically one. This we know is not generally accepted by the orthodox psychologists, but there is enough truth in it to make it a most valuable contribution to educational principles. If it be true that within certain limits the assumption of the expression of an emotion leads to the gradual establishment of that emotion in our experience, then we are prepared to find that the teacher who puts on an air of being interested in percentages gradually falls into the state of being actually interested. In this case virtue is emphatically its own reward, and the teacher finds a justification in playing a part.

Plato objected to the theatre on moral grounds, but these grounds were not the same as weighed with our puritan ancestors in America here. He was not so much afraid of the audience being corrupted: he was afraid that the actors would be. A man, according to Plato, becomes himself bad by playing bad parts on the stage. To be sure the old philosopher was not quite fair in his argument, for if a bad part made a bad man, so a good part should make a good one. Accordingly the stage might claim to be a maker of good men, and the suggestion might be made that all the theatre has to do is to see that each actor has a fair alternation of good and bad parts and as a result the player would be a good average man. To this Plato would no doubt have replied that such resultant average man would have neither good nor bad character: he would have no character of his own: he would be a mere human mocking bird, that can imitate every bird of the grove but has no song of its own.

In any case criticism of the Lange-James theory, as it is called, does not militate against the teacher playing a part: for in school life Plato could have been quite at ease for the parts thrust upon the teacher are all good parts. His function is always to appear better than he is: never worse. It is true that he is not infrequently called upon to appear more disagreeable than he really is, but even that disagreeableness leans

to virtue's side. You all know how severe and shocked we must appear on certain occasions when we are dealing with a matter of discipline that in our hearts we know to be in itself of trifling importance. We have all heard the loud laugh that echoes through the teacher's room when a culprit has left the room in deep dejection after having been lectured in the most severe fashion by a master who can hardly maintain his gravity till the young rascal has got out of hearing. Yet we know that we must maintain this severe attitude. The youngsters expect such things to be taken seriously. Even oldsters share this view as is shown in the authentic case of the Scotch elder who on one disastrous occasion looked too long on the wine when it was red. Remorsefully but skillfully he kept out of his minister's way for many weeks. At last on one occasion fate brought him into a narrow road in the little town. This "Loanings", as it was called, had no side issue: the minister stood in the middle of the way. The elder braced himself up to meet the wrath to come. But the minister merely made a few kindly remarks about the weather and the crops, leaving the elder standing dazedly in the loanings. The point of the incident is to be found in the remark he made to himself as he looked after the vanishing clerical form: "Ca ye that a minister?"

We must treat matters in school according to schoolboy standards, even if it implies our pulling a long face when we want to laugh.

All of which raises another quite different aspect of this whole matter of the teacher as actor. We are apt to take it for granted that the teacher *can* act. It is not merely a matter or should he, but also is he able to? Do not let us here get led away from our proper subject. Some of my young essayists, shocked by the moral problem, and convinced that under no circumstances should a teacher play a part, made a harmless application of the problem, and turned their essays into dissertations on the dramatic method in education. But the application to the dramatic plan in teaching is here irrelevant. The school stage is the place where the pupils are actors. We are concerned with the histrionics of the teachers. Our main business is to settle the qualms of the supersensitive consciences of

teachers who suffer from a disease that may not unfairly be called *Polonitis*.

Now the first balsam that can be applied takes the form of an assurance that we must all play a part whether we will or no. We are all social chameleons, taking on the color of our surroundings. We not only seem to be, but we are, different persons under different circumstances. A man is not the same in his club smoke-room as he is in his family pew in church, behind his counter as at the race-course, at a literary society as at the theatre. (To be sure there is the fundamental personality, the psychologist's bugbear, the ego, underlying all these changing aspects.) But we are not called upon to charge ourselves with hypocrisy in the bad sense of that term. Whether we will or no we must meet the different circumstances of life as they arise. Education in fact consists largely in enabling the educands so to fit themselves into changing circumstances as to do their best in their own interests and in the interests of those they meet.

Sometimes teachers who are not good natural actors decline to be put on a pedestal, and proclaim bluntly that they will appear before their pupils as they really are, let the consequences be what they may. These are not the best type of teachers. To begin with, even these never really carry out their principles to the full. If they did they would rightly be relieved from their posts. In a hackneyed line from an old Latin author we are told that we grown-ups owe a great debt to Youth. Included in that debt, is the demand that we put things in the way that will best meet the needs of the young. We must tell them what to do, and we must show them how to do it. Old Chaucer's parson taught the doctrine of Christ and his twelve apostles "but first he followed it himself". I have a certain sympathy with the puzzled schoolmaster who laid down the principle "Don't do as I do: do as I tell you". But we cannot throw off our responsibility in this cavalier way. Whether we will or no we must take up the heavy role of the exemplar. So we must do the best we can to play a part that may be followed with good results. It is surely some comfort to know that in the constraint we put upon ourselves to provide the best example, we are doing what cannot fail to benefit ourselves.

Have We Overemphasized Heredity?

O. Myking Mehus, Northwest Missouri State Teachers College, Maryville, Missouri

We all realize that both nature and nurture are important factors in the development of human beings. The part played by each is a mooted question and able writers are found on both sides. On the side of nature we have men like Terman, McDougall, Grant, and Goddard. On the side of nurture we have Watson, Bagley, Bernard, and Freeman. We propose to summarize some of the investigations that have been made in this field and briefly and critically to analyze them.

The first investigation along these lines was that of Sir Francis Galton who made a study of "Hereditary Genius" in 1869. He showed that the noted men of England ran in certain families and drew the conclusion that genius was a matter of heredity, that it creates its own opportunity, that it is irrepressible, and that anyone gifted with genius will not fail to rise to eminence and renown.

It is of course true that genius did run in families as Galton said, but he did not prove that that genius was due entirely to heredity rather than to a favorable social environment. The children in these families had every educational and cultural advantage and this, rather than the germ plasm, possibly accounts for their later fame. At any rate, even Terman¹ recently admitted that Galton did not prove whether it was due to nature or to nurture.

On this point, H. G. Wells² says: "England alone in the last three centuries must have produced scores of Newtons who never learned to read, hundreds of Daltons, Darwins, Bacons, and Huxleys, who died stunted in hovels, or never got a chance of proving their quality. All the world over, there must have been myriads of potential first-class investigators, splendid artists, creative minds, who never caught a gleam of inspiration or opportunity, for every one of that kind who left his mark upon the world."

An able reply to Galton's study was the investigation made by De Candolle in his *Histoire des sciences et des savants depuis deux siecles* which was published in Geneva in 1873. This treatise is briefly summarized by Peter Sandiford.³ De Candolle contends that the environment was the chief factor in the production of

scientific genius. He analyzes 212 scientists in Paris, 255 in London, and 105 in Berlin with respect to the environmental pressures that caused them to become outstanding in their respective fields. He points out that most of these men belonged to the rich and leisure class and therefore were able to secure a good education in their youth and in later life they did not have to spend their time earning a living, but could devote their time to intellectual pursuits.

Another well known study of genius carried on in Europe was the investigation of the great men in France carried on by Odin in 1895 and admirably presented in our language by Lester F. Ward⁴ in 1906. Ward maintains that it is the social environment that brings out genius. He analyzes the different environments as outlined by Odin—physical, ethnological, religious, local, economic, social, and educational—and shows how these environments influenced the 6,382 great men of France who lived in the five centuries preceding 1825.

Ward's study has been summarized by Ira W. Howerth⁵ who points out that the following conclusions were reached:

1. That while it would be an exaggeration to conclude that the action of the physical or geographical environment has been *nil* or only insignificant, its role in the production of men of genius has never been preponderant.
2. That race differences have no appreciable influence in producing men of talent and genius, the civilized races, at least, being equally fertile in that respect.
3. That the religious environment exerts a perceptible influence, but that it is impossible to determine how much.
4. That density of population, while doubtless a potent influence in civilization, is not, in and of itself, the real factor, the great generator of men of genius. Cities, however, are more prolific of genius than rural communities.
5. That the economic, social, and educational factors are the real determinants of the amount of genius manifested. These are the main factors which provide opportunity, so that the general conclusion reached is: Genius is dependent

upon economic, social, and educational opportunity.

This last conclusion is especially significant since this is undoubtedly the most comprehensive study ever made concerning the influences that tend to bring out genius in a population.

The economic environment was found to be important, for only nine per cent of the eminent men were poor, while ninety-one per cent were well-to-do. The social environment was about equally effective, for ninety and two-tenths per cent of the eminent men of letters were from the upper classes and only nine and eight-tenths per cent were of lowly birth. Ninety-eight per cent of them received a liberal education in their youth. In commenting on this latter point Odin said: "Everything forces us to admit that education plays a role not only important, but vital and decisive in the development of men of letters. It acts not only upon average nature, but also, and with quite as great intensity, on talent and genius." Thus a thorough, liberal education for all seems imperative if we are to develop the maximum number of geniuses.

Ward's reaction towards this study is expressed in the following terms: "So far as the native capacity, the potential quality, the 'promise and potency' of a higher life are concerned, those swarming, spawning millions, the bottom layers of society, the proletariat, the working classes, the 'hewers of wood and drawers of water,' nay, even the denizens of the slums. . . . are by nature the peers of the boasted 'aristocracy of brains' that now dominate society and look down upon them, are the equals in all but privilege of the most enlightened teachers of eugenics."⁶

It may be that this statement by Ward is rather strong, but undoubtedly he overemphasized his point in order to protest against the practice prevalent in the past of neglecting the latent possibilities of the masses and stressing rather the education of the few.

A study similar to the one carried on by Odin in France is the study of J. McKeen Cattell on "American Men of Science" which was first published in 1906. This study supports the view that leadership is developed through social inter-stimulation. A summary of the findings are given by C. Terrance Pihlblad⁷ as follows:

"Cattell finds that American scientists are

many times more likely to be born in the eastern part of the United States than in the southern part; many times more likely to come from states with large cities than from those predominantly rural. He finds, for example, that the probability of a youth born in Massachusetts becoming a scientist was fifty times as great as that of a youth born in Alabama or Georgia. It would be hard to believe that selective influences working in the migration to these areas had produced in New England a stock fifty times more fruitful of scientists than the southern stock. A much more plausible explanation would find the difference due to the superior social stimulation of the towns, factories, small farms, strong churches, schools, colleges, libraries, and newspapers of New England, influences which were largely absent in the rural south of a generation ago.

In commenting on Cattell's study, R. H. Gault⁸ says: "The isolated life of the farm and plantation, the mechanic's bench and the desk of the manufacturer and the merchant, are not conducive to intellectual leadership in science because their social environment does not supply such stimulation, at least not in sufficient measure."

This study clearly brings out the tremendous importance of the right kind of a social environment in the development of latent abilities. As mentioned above, the educational opportunities seem to be all-important factors in determining the number of geniuses a given community will produce.

The three studies that have received the most attention in this country, at least from the popular mind, are the studies made on the Kallikak Family, the Jukes Family, and the Edwards Family. Since these studies are quoted so often to prove the tremendous influence of heredity on such matters as crime, pauperism, feeble-mindedness, sex delinquencies, and immorality in general we want to examine these studies rather critically.

According to the account of the Kallikak family, Martin Kallikak was a soldier in the Revolutionary War, who, in his campaigns, came to an inn where he met a feeble-minded barmaid with whom he had illicit sex relations. An illegitimate son was born to this barmaid who founded a line of degenerates that has cost the country

many million dollars and has been a menace to society morally. Later Kallikak married a Quakeress of good stock and their descendants were respectable citizens. On the fact of it, this looks like a clear case of the baneful influence of bad heredity.

However, when we analyze this study more closely we find that there are several points that must be cleared up before we can accept this generalization. In the first place there is no scientific evidence to show that this barmaid was actually feeble-minded and sexually delinquent. She may have been seduced by Kallikak.

What was the attitude towards an illegitimate child and its mother in those days? Hawthorne's "Scarlet Letter" gives a good presentation of the prevailing attitude towards such unfortunates. Society would be against the child all its life and it would never be allowed to forget the misstep that its mother had taken. The mother would be socially ostracized and would have to seek her companions from the lower moral strata of society where the child and its mother would be compelled to associate with people of loose morals. And such an intolerable situation would undoubtedly lead them to sex indulgences and drink. Later in life this illegitimate child could not seek his mate from the better homes, but would have to marry someone who was socially outcast like himself. No wonder such a situation would cause his children to become moral degenerates like himself. This bad social environment played its part generation after generation.

Criminologists are agreed today on the fact that criminality and moral degeneracy are not passed through the germ plasm from one generation to the next, but are due to the social environment in which the child lives. A few years ago Jane Addams discovered that there was a great deal of juvenile delinquency in a certain section of Chicago. She induced the city to establish supervised playgrounds there and as a result juvenile delinquency decreased thirty-three per cent. Heredity had not changed one iota—it was the social environment that changed.

The Kallikak study further showed that one of the men married and moved away and he had a perfectly good line of offsprings. A daughter of a prostitute moved away and her family turned out well. Here again we have no evidence that their germ plasmas were different from the others,

but we do know that their social environment was decidedly improved.

The story of the Jukes family is similar to that of the Kallikak family. Max Jukes was a happy-go-lucky hunter and fisher who was born about 1730 or 1740. He was a hard drinker and was not overly enthusiastic about working. There were no schools in the region, no religious influences, and no high moral codes. His daughters were "comely in appearance and loose in morals."

Dugdale, the author of the study shows that these descendants of Max Jukes were noted for harlotry, pauperism, syphilis, intemperance, crime, idleness, blindness, insanity, and feeble-mindedness. How these things can all be blamed on the germ plasm of Max Jukes is indeed hard to understand. Certainly immorality is not transmitted through the germ plasm; neither is pauperism nor idleness. Intemperance and crime are clearly due to the social environment.

Clarence Darrow⁹ has, with great insight, analyzed the tragedy of the Jukes and he points out how it can be traced to the bad social conditions rather than to any defect in the germ plasm. He says: "The Jukes story is the story of any number of other families environed as they were. Living in a sterile country, surrounded by poverty, condemned by conditions which have always been common to certain localities, they developed a manner of living and acquired a reputation which as social heritages were passed on from generation to generation."

Dugdale pointed out that the Jukes who moved away from the community tended to live better moral lives, and that the establishment of factories in nearby villages raised the moral tone of the community as it led to the establishment of homes in which more privacy was possible. It was the social environment that was changed, not the germ plasm.

The Edwards family has been traced from Jonathan Edwards who was born in Connecticut in 1703. He was one of eleven children. His parents were Timothy Edwards and Esther Stoddard. Timothy Edwards was the son of Richard Edwards and Elizabeth Tuttle. He was the only son of this couple. Richard Edwards secured a divorce from Elizabeth Tuttle and then married Mary Talcott to whom five sons and one daughter were born. The descendants of this union showed no particular greatness so it is

clear that the important person in this genealogy is Elizabeth Tuttle, Jonathon Edwards' grandmother. Fortunately we have some information in regard to her of extreme interest to those who maintain that immorality is transmitted through heredity from generation to generation.

Davenport,¹⁰ who is a strong believer in heredity, has this to say in regard to Elizabeth Tuttle, the grandmother of Jonathan Edwards: "From two English parents, sire at least remotely descended from royalty, was born in Massachusetts, Elizabeth Tuttle. She developed into a woman of great beauty, of tall and commanding appearance, striking carriage, 'of strong will, extreme intellectual vigor, of mental grasp akin to rapacity, attracting not a few by magnetic traits, but repelling' when she evinced an extraordinary deficiency of the moral sense. 'On November 19, 1667, she married Richard Edwards, of Hartford, Connecticut, a lawyer of high repute and great erudition.' In 1691, Mr. Edwards was divorced from his wife on the grounds of adultery and other immoralities. The evil trait was in the blood, for one of her sisters murdered her own son, and a brother murdered his own sister." This last statement, remember, is made by Davenport, a strong believer in heredity.

Every school boy has heard of the fame of the Edwards family so it is not necessary to go over that tale here. However, does it not seem strange that if immorality is a matter of inheritance in the case of the Kallikaks and the Jukes, that the moral deficiency of Jonathan Edwards' grandmother was not passed on to some of her descendants? Certainly if immorality were transmitted through the germ plasms in the Jukes and Kallikak families, the same law should hold true in regard to the Edwards' germ plasm. The true explanation is, of course, that in neither of the three families or in any other family are moral traits, good or bad, transmitted through the germ plasm. Character is formed in the social environment in which people live. Training is the important thing in character formation. Is it not clear that the Edwards family has achieved fame because of the moral character, love for learning, and educational opportunities that have been part of their environment generation after generation rather than because of any potential greatness found in the germ plasm of Jonathan Edwards?

We do not want to leave the impression that we consider inheritance of no importance, for we realize that one cannot make a silk purse out of a sow's ear. But on the other hand, we feel that the part played by the social environment has been neglected entirely too much in the past. Genius and high mental ability are latent in all classes and are brought out under a favorable social environment. Genius is not irrepressible, but needs the stimulation of a proper environment in order to be developed.

A few hundred years ago the peasants in Europe were considered as being incapable of acquiring an education; and yet today the descendants of those same peasants are ruling Europe and convincing the world that all they needed to prove their worth was educational opportunity. The same is true of the great mass of common people in our own country. Therefore we believe that social progress can best be attained by equalizing educational opportunity so that every child will have a wholesome and stimulating environment in which to develop his personality, build a clean character, and lay the foundation for intellectual acumen.

BIBLIOGRAPHY

- (1) *The Twenty-Seventh Yearbook of the National Society for the Study of Education, Nature and Nurture*, Part I, Public School Publishing Co., 1928, p. 2.
- (2) *The Outline of History*, Macmillan Co., 1920, p. 588.
- (3) *Educational Psychology*, Longmans, Green & Co., 1923, pp. 18-19.
- (4) *Applied Sociology, Part II, Achievement*, Glinn, 1906, pp. 113-281.
- (5) "Universal Education and the Increase of Genes," *Educational Review*, Vol. LXIII, Jan., 1922, pp. 50-56.
- (6) *Ibid.*, p. 55.
- (7) *Possible Application of Mental Tests to Social Theory and Practice*, Published Ph. D. thesis, University of Missouri, 1925, p. 32.
- (8) *Social Psychology*, Holt, 1923, p. 227.
- (9) Clarence Darrow, "The Edwardses and the Jukeses," *The American Mercury*, Vol. VI, No. 22, October, 1925, pp. 147-157.
- (10) C. B. Davenport, *Heredity in Relation to Eugenics*, Holt, 1911, p. 225.

It is the school, as the creative expression of the aim of the community, which will some day give a new nucleus to the aimless sprawl of our present agglomerations of streets and houses, the school in the small town, the university in the great one. In the coming cities of America and the reconstructed world, schools and universities may presently tower over the towns as the cathedrals do over the older cities of Europe, and as the pyramids and colossal statue of the god Pharaoh tower over the towns of ancient Egypt. The university and its associated schools should be the loveliest and greatest mass of architecture in every great town. The common school should be the center and pride of every village. And such a school should not be thought of as merely preparing children for a way of living already defined and settled; it should be thought of as giving a direction to the whole life of the people.

—H. G. Wells.

Teacher Credit and Loans

By H. S. Bechtolt, Local 2, Chairman of A. F. T. Committee Teacher Credits and Loans

GIVING BATTLE TO HIGH INTEREST MONEY LENDERS is the title of a highly instructive lead article in a recent issue of *The Nation's Schools*. As this important magazine is devoted to the application of research to the building, equipment and administration of schools, and as it blankets the entire nation in its circulation, this study of the victimizing of teachers by so-called loan-sharks is highly significant. And of special interest to us teachers in Chicago is the fact that the remedy offered almost without exception is the credit-union.

Recent issues of THE AMERICAN TEACHER have carried notice of teacher interest in this vital problem, with the A. F. of T's urgent approval of the same method of meeting it. So it was felt that a timely contribution to the subject would be to bring to our readers the substance of what *The Nation's Schools*, through its research department, has made public. We are pleased to announce that magazine's enthusiastic endorsement of what union teachers are attempting along this line and also its permission to use its facilities and publications for that purpose. What follows will represent a generous quotation from this article.

"It is difficult to tell or even to surmise how many teachers in the public school systems of the United States are bilked out of hundreds and thousands of dollars each year by the loan-sharks. The volume of loan business is estimated by the Russell Sage Foundation, a social service research organization, to exceed three-quarters of a billion dollars annually.

It is certainly unnecessary that teachers should patronize loan-sharks charging 20% a month and often higher. If they can be interested in credit unions, it will not even be necessary that they pay the high rates permitted under the Uniform Small Loan Law which may not exceed 3½% a month on the unpaid balance on loans amounting to \$300 or less.

"We do not presume to suggest what rate is necessary for commercial lending agencies to charge and we are not lending our influence to assist in tearing down the Uniform Small Loan

Law which has been developed by the Russell Sage Foundation to attract capital to the small loan field. However, the cultural responsibilities and financial embarrassments of poorly paid teachers practically makes it necessary that they be provided with a means of borrowing at a rate lower than it is possible for commercial agencies to lend money profitably in small amounts.

"The chief concern of superintendents of schools is to devise some means whereby the members of their official families can borrow small loans in times of stress at reasonable rates of interest, certainly not to exceed 1% a month on the unpaid balance.

"As this survey will show, banks in small towns do not hesitate to make loans to teachers although banks in the larger centers generally feel that it is too expensive to carry these small accounts. Credit unions are so obviously the answer that progressive superintendents who are striving for better educational facilities and a more contented teaching personnel have gone to some lengths in organizing credit unions or in seeing that they are organized in their cities.

"*The Nation's Schools* sent the following letter to 500 superintendents of city school systems asking for information on teachers' loans:

"In a number of cities public school teachers who wish to borrow money to meet financial emergencies can secure funds only from loan agencies which usually charge 42% per year, or from pawnbrokers.

"At the request of several school superintendents, we are conducting a survey to find out how widespread this condition is and whether teachers can successfully organize their own loan associations to operate at low interest rates.

"We will appreciate any information you can give us concerning the teachers in your system—approximately how many must meet financial emergencies by borrowing, how frequently they need to borrow, whether loans can be made through local banks and whether there is in operation any plan which provides for loan associations or credit unions managed by teachers.

"Findings of this study will be made available

to the entire field through our magazine, and your cooperation will help all teachers and administrators.'

"Although replies show considerable variance caused chiefly by such differences as salary scales, type of community (residential, suburban, industrial or metropolitan) and similar factors, the evidence that teachers often need financial help is conclusive.

"From the replies received, based mostly on superintendents' impressions of the local situations, it may be conservatively stated that in most school systems an average of about 10% of the teachers must borrow at least once each school year. In some cities bank credit based on collateral or on notes is available to all teachers who need to borrow. In others, teachers borrow from commercial loan companies. In many cities, teachers are so secretive that exact information cannot be secured. It is reasonable to assume that a certain proportion of teachers in such cities are paying exorbitant interest rates for money loaned them.

"In 1929 a study was made of the small loan situation in New Jersey. Data gathered in this study substantiate the belief that teachers borrow more frequently than is usually realized. For example, educators who were employers or self-employed comprised only eleven-hundredths of 1% of the borrowers, and borrowed only twelve-hundredths of 1% of the total amount borrowed. But teachers comprised 1.36% of the total number of professional employees who borrowed. These teachers borrowed 1.77% of the total amount and the average sum borrowed by teachers was \$221.98. The percentage of teachers was greater than that of any other division among the 838 professional employees included in the sample. Among the divisions were the following: accountants and auditors, architects, clergymen, technical engineers, judges, lawyers, musicians and statisticians.

"Major reasons given for seeking loans by professional employees are given in order of their importance: current expenses such as Christmas gifts, clothing, coal, furniture and house furnishings, moving expenses and rent, repairs on automobile, repairs on home, travel and vacation, wedding expenses and household expenses; expenses arising from illness or death, such as

funeral expenses, confinement expenses and other payments to physicians, dentists and hospitals; combination of purposes; business expenses; to assist friends or relatives; miscellaneous reasons.

"In addition to these general reasons, teachers have two specialized reasons for seeking loans—payment of summer school fees and payment of travel expenses. In a definite sense both these purposes may be considered professional tools, which advance the professional ability of the teachers. Several school superintendents report that they solve these problems by paying salaries in twelve or twenty-four installments and by arranging loans that cover the needs of such summer activities.

"But in spite of all such local solutions, the fact remains that in many cities teachers need to borrow from low interest organizations and cannot do so. Our study proves conclusively that teachers confronted with this problem can solve it best by the organization of credit unions or loan associations operated by teachers themselves. A credit union is a cooperative society organized under a state law within a specific group of persons for the two-fold purpose of supplying the members of that group with a plan of systematic saving and of making it possible thereby for them to solve their own credit problems at a legitimate rate. There are credit union laws in 32 states and the plan of organization is uniform.

"Credit unions have enjoyed a phenomenal growth in recent years. There are now more than 1,100 credit unions with more than 250,000 members. Fifteen years ago all credit unions had combined assets of only \$500,000; now they have combined assets of \$45,000,000. Total loans now approximate \$60,000,000. There are more than 25 credit unions among railway employees, and more than 200 societies with more than 40,000 members among postal employees. The chief groups represented among existing credit unions are as follows: industrial groups, 40%; government agencies and public utilities, 30%; labor unions, 5%; communities, 20%; miscellaneous (including teachers) 5%. The credit unions organized among postal employees have had deposits of \$2,000,000 to date, during the 3 years they have been organized. More than 100,000 loans involving a sum of more than \$11,000,000

have been made to postal workers.

"As a concrete example of successful credit union organization, consider the credit unions of the New England Telephone Company. Its 8 branches have almost 15,000 members, or more than 70% of the total employees of the company. Total assets exceed \$1,500,000, of which almost \$1,250,000 is now out on loans to members. Paid shares of a total value of more than \$750,000 are earning the employees a 6% return on their investment. The number of present borrowers represents 40% of the employees of the company. Operation of these credit unions has practically abolished the loan-shark problem.

"Much credit must be given to the department of remedial loans of the Russell Sage Foundation for its share in combating the work of loan-sharks who prey upon the general public, including teachers, with usurious interest charges. The director of its department of remedial loans, writes: 'We have no doubt that if you are able to obtain accurate information you will find that most teachers obtain their loans from the 42% companies. These companies operate under the Uniform Law which we have drafted and sponsored and it is to be found in twenty-four states. The law was designed for emergency loans by wage earners but it seems that school teachers, between terms, often require additional cash and we know they have made great use of these licensed companies. School teachers are considered excellent risks and the loan companies have modified their usual requirements in order to accommodate them. The credit union is an ideal agency for such loans and I hope your survey will find means of encouraging the formation of such organizations.'

"Credit union operation in Kansas City, Mo., has proved most satisfactory. Its secretary-treasurer reports: 'We have found some very sad cases, and the credit union has done a great service in placing these individual cases back on their feet financially. We have found teachers in the hands of loan-sharks, paying in some instances as high as 85% per year. In many cases loans have been made for the sole purpose of paying off a high interest loan from a 30% or a 42% company. We can truthfully say that we have already saved the teachers of Kansas City hundreds of dollars in interest.

'We feel that as yet we have not even begun to handle all of the loan business in our group. Teachers are more or less individualistic, and in many cases are hesitant in laying their financial problems before a committee of their own group, and would probably prefer to pay a higher rate of interest than to do so. As our credit union grows, confidence is being established, and more and more teachers are availing themselves of our service. Much of the former opposition to the organization has disappeared, because of the healthy growth of the union. Teachers do have to borrow money. This is proved conclusively by the fact that we have done a gross loan business of nearly \$50,000. Business propositions, property repairs, hospital bills, medical treatment, deaths, accidents create emergencies which demand immediate financial assistance that the already limited salary cannot supply.

'To date in the experience of the Kansas City Teachers' Credit Union not a single borrower has failed to make repayments on the loan. The first dividend amounted to 6.9%, and the second probably will be 7%. During the summer period the loans went far ahead of the incoming capital stock, so that the officers were forced to borrow \$4,000 from the bank in order to carry on their business.'

The question of teacher credit and loans was on the agenda of the last A. F. of T. convention, but it did not come up for consideration. So that this timely matter may have attention this summer this series of articles is being submitted for the information of all teachers. In the issue of next month will be given the results of the questionnaire sent out to educational administrators by *The Nation's Schools* and also other timely contributions in the field.

Looking towards the June issue of THE AMERICAN TEACHER, may we issue this invitation to all teachers to whom these articles come, to assemble and submit to the author of this article, care of A. F. T. office, any information which would be helpful concerning the high interest loan situation as it affects teachers in their communities.

Sir: Is'nt now the time to bring "The Star-Spangled Banner" down to date? Isn't "Oh, say" a bit out of style? Why not start it, "Say lissen!"—W. P.

—Line o' type, *Chicago Tribune*.

Teachers, Stand Fast!

The Manitoba Teacher

During every period of economic depression, the salaries of teachers are in danger of being subjected to drastic reductions. When a school district finds itself facing grave financial difficulties, the trustees are compelled to consider every possible means of bringing its expenditure into line with its dwindling receipts. The easiest methods of solving the difficult problem is to take the line of least resistance and compel the teachers to carry the whole load by reducing salary schedules.

Manitoba school trustees have generally recognized that such a solution is inequitable and usually unsatisfactory. A school district which has gained the uneivable reputation of making its teachers the scapegoats for its own errors of judgment or mismanagement, is unlikely to attract those who will make a worthy contribution towards the education of the younger generation. The Manitoba Teachers' Federation has always hesitated to adopt any policy of "black-listing" trustee boards, but teachers who have suffered in this way are human enough to air their grievances before their colleagues and the standing of the various districts, in matters of this kind, is well-known throughout the Province. Circumstances may compel a teacher to remain for a time with a board which, after attracting him by a fair salary, has, at the first whisper of financial difficulties, obtained some slight relief and a reputation for economy by inflicting a severe reduction of salary upon him. Is it to be expected that such a teacher will put his heart and soul into work which is, apparently appreciated so little? Can he be blamed for getting out at the earliest opportunity and shaking its dust from his shoes with right good will?

There are many school districts in Manitoba which have yet to learn that the value of a good teacher to a community increases with every year, that a rapid succession of teachers, be they ever so competent, can never supply the tradition which means so much to the spirit of a school. A teacher who can be "hired and fired" like any casual laborer, can never be expected to take his rightful place as a leader in the community.

The Manitoba Teachers' Federation has, from the days of its inception, striven for security of tenure and salary schedules. There is a growing feeling that a determined stand must be made to uphold the sanctity of agreements which have been entered into with confidence in the security which they seemed to provide. The legal aspect of the case is not questioned but school boards which expect to get the most loyal service from their teachers must treat them with more than the minimum of consideration which the law demands.

Teachers who are threatened with reductions or who are urged to co-operate with distressed school districts by volunteering to "take a cut" in salary, are strongly advised to refuse to take any decisive action until they have had an opportunity of discussing the situation with the General Secretary of the Federation. Thoughtless acquiescence in one district may precipitate an avalanche all over the Province. It has taken years of strenuous endeavor to bring salaries to their present level (such as it is) and to hold them there. Take care lest any hasty action to avoid trouble should undo the labor of the last ten years.

The Federation will always be prepared to give expert advice and assistance to school boards in a critical situation. It can show them other methods of overcoming their difficulties than by salary reduction, which, although apparently the most obvious, is generally the least satisfactory solution. Teachers and trustees alike are pledged to do their utmost for the children in their care. Whatever happens, *their* future must be assured, but it must not be at the expense of those who have given years of their lives to a profession which, however noble it may be, demands constant sacrifice and unremitting devotion.

Teachers must refuse to allow themselves to be stampeded. They must remember that they belong to an organization which is greater than the individuals of which it is composed, an organization which has been tried and proved through years of struggle and difficulty.

DOAK NAMED CHAIRMAN OF FEDERAL BOARD FOR VOCATIONAL EDUCATION

Secretary of Labor William N. Doak has been elected chairman of the Federal Board for Vocational Education, according to an announcement by Dr. J. C. Wright, director of the board. As chairman Mr. Doak succeeds James J. Davis, who served in this capacity for nearly ten years.

The Federal Board for Vocational Education consists of seven members: The Secretary of Agriculture, the Secretary of Commerce, the Secretary of Labor, the United States Commissioner of Education as ex-officio members; and three lay members appointed by the President, one representing agriculture, one representing manufacture and commerce, and one representing labor.

Speaking as a representative of labor, both as a cabinet member and as newly elected chairman of the Federal Board for Vocational Education, Mr. Doak took the occasion of his election to make a brief statement covering the attitude of labor in this country with reference particularly to our national program of vocational education as administered by the Federal Board in co-operation with the 48 state boards of vocational education.

"Labor believes in education of all kinds," he said. "It believes that educational opportunities should be, as they are in this country, provided freely out of public funds for all classes of our people. It is not particularly concerned that vocational education shall be provided because such education increases earning power and makes possible a higher standard of living for all of our people. It believes that our public educational facilities should be continuously modified and expanded under our co-operative state and national program to provide adequate vocational training for the youth of the country as well as for all adult workers who may desire by such training to improve their trade skill. Labor recognizes the need for vocational training not only to insure the future welfare of our boys and girls, but as well to insure the economic welfare of the country by maintaining the productive efficiency of the man power of our industries."

"Tranquility is nothing less than the good ordering of the mind." —*Marcus Aurelius.*

AN EDUCATIONAL PROGRAM SECOND TO NONE

The Oregon State Federation of Labor at its 1930 Convention adopted the following platform, as a broad program of educational activities.

1. Full enforcement of educational laws, including the compulsory attendance of pupils in the primary grades.
2. The wide use of school plants for extra-educational and community purposes.
3. Reduction of the size of classes wherever they are too large for efficient work, in order that the pupils may have individual attention from their instructors.
4. Salaries for teachers commensurate with the services rendered to society.
5. Co-operation between school boards and administrative departments with committees representing organizations of teachers.
6. Maintenance of adequate tenure laws, in order that there may be established a degree of security which will leave the teachers free to devote their best energies to their work.
7. The adoption of a state-wide retirement system which will enable teachers to accumulate protection against poverty after the age of retirement.
8. Protection of the schools against propaganda and exploitation.
9. Ratification of the child labor amendment to the Federal Constitution.
10. Adoption of a free text book law for the state of Oregon.

Miss May Darling, president of the Portland Teachers Union Local 111, was chairman of the Committee on Education, which submitted this report.

SOUTHERN INDUSTRIAL CONFERENCE

The National Women's Trade Union League of America will hold an important conference in Greensboro, North Carolina, March 7-8.

The general subject of the conference is Industrial Peace—How Achieved? The object as announced is "to aid in the creation of an intelligent understanding public on the working conditions in the South; to present the facts on industrial arbitration and the trade union agreement in maintaining industrial peace."

The program includes the names of some of the most outstanding figures of the nation, leaders in industrial, governmental and labor fields, whose presence will assure deliberations of the highest and most constructive character.

A NEW FEDERAL SERVICE

SCHOOL LIFE, the official organ of the Office of Education, announces that to it has been given the task of publishing information concerning the great store of maps, pictures, publications, lantern slides and other services which the United States Government can make available for use in schools. It will search through the records of departments, commissions, bureaus and boards and announce what it finds which may be used to bring color accuracy and vividness to school work.

Every wide awake teacher has rebelled at being confined to mere text book information and descriptions. Many are often at a loss to know how to obtain material through which valuable habits of work and first hand knowledge may be made available to pupils. None, probably, know all that they might have to remove the curse of dullness and poor pedagogy.

SCHOOL LIFE may be obtained for 50 cents a year from the Superintendent of Public Documents, Government Printing Office, Washington, D. C.

BETTER STUDY NEEDED

According to Dr. J. G. Jenkins, professor of psychology at Iowa State College, a more effective technique of studying rather than longer study hours is needed by most students who fail to come up to scholarship standard. The professor has completed a survey of the study habit of 120 students at Iowa State and he bases his assertions on the results of this experiment.

The group which made the higher grades spent two hours and thirty-eight minutes a day in study while the deficient section studied three hours and twenty-nine minutes each day. The poorer group allowed less time for dates and sleep in order to be able to study an additional hour per day and also they exercised more, attended church more often and spent less time in dressing.

OHIO EDUCATIONAL CONFERENCE

INDIVIDUALITY THROUGH GUIDANCE is to be the conference keynote of the Eleventh Annual Ohio State Educational Conference which will be held at Columbus, April 9-11, 1931. Thirty-six sectional divisions will insure that the varied interests of all attending will be provided for.

ANALYZING PSYCHOANALYSIS

We may be said to be living in a psychoanalytic age. For there has been insinuated into our outlook a Freudian temper. The procedure of psychoanalysis invites the analyzee to disclose the truth about himself. Like prohibition, the experiment noble in motive may be equally likely to fail in practice. There is nothing that needs analysis so much as the procedure that goes by that name. . . . How far the Freudian temper has brought order into the human cosmos, how far it has enhanced or clarified, how far distorted or degraded human values, are questions of large moment for future generations.—*Joseph Jastrow, The Century.*

THE POSITIVE PEACE PROGRAM

The constant emphasis on the prevention of war instead of the supreme necessity of cooperative building for peace, is a futile and wasteful folly; for one is merely negative, the other is positive. This negative effort is apt to ignore, or at least minimize, the deep underlying causes of war, while the positive method seeks the removal of the causes that inevitably breed war. The one is inclined to think of peace as the mere absence of war, while the other regards peace as a mighty achievement whose helpful, healing influences are to be operative constantly in the life and relations of nations.

—*John Herman Randall in World Unity.*

AMOS 'N ANDY

The scientist worked with his tubes and his tools

He probed nature's secrets and learned its deep rules;

He weighed distant stars and he harnessed the light;

He studied the atom, too small for man's sight

He taught the electrons to fly through the air

Discerning, he wrought with great labor and care.

Behold his great gift as the radio sings

And the voice leaps the distance as though it had wings.

"What voice," you may ask, "do we get every night?"

"Whose voice rides the ether waves bringing delight?"

Not Plato or Keats or the wise men of earth;

But a pair of white "coons" with mechanical mirth.

For of all the broadcasters in all the whole race

It's Amos 'n Andy who hold the first place.

—*E. H. H. Holman.*

BRITISH WISDOM

British lawmakers are realists. A bill raising the age limit for children leaving school from fourteen to fifteen years is making its way through Parliament in the face of stubborn Tory opposition.

In this country our legislators would stop there. The British, being more experienced, if not wiser, realize that something else is needed.

If the child is taken out of school some thought should be given to the problem of how he is to live without working. The right solution, of course would be to increase "Dad's" pay.

As that is not feasible in this instance, the British are doing the next best thing. **They are giving the parents something to maintain the child for the extra year he is in school.**

The total cost is estimated all the way from \$20,000,000 to \$40,000,000. Whatever it is, it is worth it.

The first effect of the new law will be to ease unemployment a little, because thousands of youngsters will be taken out of the labor market.

There will be important changes in Britain's school system, too. At present the education of the mass of the children ends at about the point where American youngsters enter high school.

Now arrangements must be made to admit an increased number to secondary educational institutions, and that means that, eventually, more British boys and girls, the children of the toilers, will have a chance to see the inside of college or university.—*Labor.*

THE BASIS OF ORDER IN MEXICO

The rural school in Mexico is the outward thrust of the revolution in Mexico. The Mexicans have a name for the little community school—they call it *la casa de la puebla*—the house of the people. The school is the social center of the community. The teacher is the social worker, the physician, the agricultural expert, the consultant upon questions of community and personal life. The teacher may have but scant education, he may be picked for good intentions and resolute purpose rather than for academic attainments, but he is the true apostle of the new national order.

—*Herbert C. Herring in World Unity.*

TEACHER CANDIDATE FOR PARLIAMENT

Mrs. Leah Manning, president of the National Union of Teachers (England) is Labor candidate for Parliament from East Islington.

RETIREMENT OF F. W. GOLDSTONE

The American Federation of Teachers learns with great regret that Mr. F. W. Goldstone has decided to retire from the office of general secretary of the National Union of Teachers at the close of this year's term of office.

Mr. Goldstone has served his organization devotedly and ably for twenty-one years, fourteen years as managing secretary and seven years as general secretary. It was only by the utmost firmness on the part of Mr. Goldstone that the Union was induced to accept his resignation.

Mr. Goldstone has not confined his interest and activity to educational problems at home, but has been prominently connected with international movements. He is a member of the executive council of the World Federation of Education Associations.

The associates of Mr. Goldstone both at home and throughout the world extend to him their best wishes.

DR. KUO RETURNS TO CHINA

Dr. P. W. Kuo, a member of the board of directors of the World Federation, who has for several years past been director of the China Institute in America, has returned to China. As the chief executive officer of the China Institute, Dr. Kuo has been of great service to the large number of Chinese students in American universities. However, for some time he has had urgent calls to return to his country in the interests of educational affairs in the Far East and has now decided to leave the United States.

The All-Asia Conference on Education held in India during December was the largest educational gathering ever witnessed in that country. Seven thousand educators, representing about forty nationalities, took part in the meeting.

The steady development of the National Union of Teachers [England] is evidenced by the continuous increase in its membership, which has risen from 112,030 in 1924 to 137,294 in 1930.

The task of the nineteenth century was to work out the problem of democratic government for great populations; the task of the twentieth century is to work out the problem of peaceful co-operation between nations so governed.

—*Lord Eustace Percy*

A FEW DON'TS

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

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

Don't forget that bricklayers, plasterers, tin-smiths, stonecutters and, in some places, hod-carriers receive more pay than teachers, and don't forget the reason—strong organization.

Don't shirk the moral obligation to do all you can to elevate the standard of living—to abolish child labor.

Don't be blind to your own interests, unionism helps all workingmen, all society, the home and state.

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

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

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

Don't say: "Unions can't accomplish their purpose." They do! Over 7,000,000 unionists say so.

EDUCATION AND POVERTY

The poorer the family, the poorer in general is the quality of the school work of the children. This is the conclusion reached by a German investigator as the result of a study of about 800 children 11 to 14 years of age coming from families of moderate or low income and attending public schools in two German cities.

About half the children of unskilled workers in the lower school grades and a still larger proportion in the higher grades were found to be retarded.

This condition was attributed by the investigator to the prevalence of faulty hygiene, disease and physical weakness among the poorer families, as well as to inherited lack of ability, which in the parents had kept them in the ranks of the less skilled workers.

DANVILLE STRIKERS ARE SUFFERING BITTER WANT

Danville, Feb. 12.—Suffering of mill workers has increased since their strike was called off.

State Labor Commissioner John H. Hall investigated and reported. The union's resources are exhausted and Red Cross assistance amounts to a bottle of milk and can of tomatoes to each applicant, Hall said.

Before leaving with state troops, recalled by Governor Pollard, General Waller in command, urged Danville citizens and local agencies to relieve the needy.

HOOKED RUGS FOR RELIEF

To the Editor of The Nation:

Sir: There are many families in Marion, North Carolina, who since the strike have not been able to find work. These families are badly in need of food and clothes. With the coming of winter and the school season the need is increased.

In order to help buy the things most needed some of the strikers are making hooked rugs. We want a market for these rugs, and would be very glad to send them to any central labor union, any group of people, or any one person who could dispose of one or more of them for us.

Some of the rugs are decorated with scenes from the mountains and the surrounding country and are very beautiful. Prices range from \$3 to \$15 according to size. You can gladden the hearts of these workers by ordering one or more rugs at this time. Correspondence should be addressed to me, Box 634, Marion.

GRACE ELLIOTT.

Marion, N. C., December 20.

"The right of man to labor and his right to labor in joy,
Not all your laws can strangle that right, nor the gates of hell destroy.
For it came with the making of man and was kneaded into his bones,
And it will stand at the last of things on the dust of crumbled thrones."

"When it comes to a question between a man and a dollar, I am on the side of the man every time."

—Abraham Lincoln.

Our entire civilization is suffering from an exaggerated notion of the value of property, and a failure to emphasize human rights and human justice.

—Dr. John A. Ryan.

BOOKS

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

—Emily Dickinson.

MACHINERY AND SOCIAL PROGRESS. By E. H. Holman. 95 pp. North Central Publishing Company, St. Paul, Minn. 50c.

"Do you suppose" said the the social science teacher "that we have found it?" "It" meant that thing for which hundreds of social science teachers have been seeking, something which will bring the fundamentals of economics within the comprehension of the high school student. The book in hand was Machinery and Social Progress.

For some eight or ten years the most intelligent of the social science teachers have known that we are giving our high school students a very inadequate preparation for life if we are sending them out with no basis for understanding the great economic system in which they must live their lives.

Aside from history, a half year of political science has been the only social science offered in thousands of high schools. This study of the machinery of our state and national governments is assuredly most necessary. But of the infinitely more complex economic system which will touch the student a thousand times where his government will touch him once, our school curricula have long been utterly silent. With the understanding of this economic structure our schools have given their students no help.

In a few systems a few teachers have been allowed to develop courses in elementary economics. Such teachers have been greatly hampered by the lack of texts and material written with the immature mind in view. We believe Mr. Holman has rendered an important service in producing this interpretation of some of the fundamentals of economic principles, and setting it forth in such simple and imaginative style that high school students will be attracted and enlightened.

The most dominant fact of modern life is the machine. The best and the worst of our present economic structure grows out of the machine.

It has freed man but it has enslaved him. It has brought progress, but it has destroyed men. To control this great power for good and for ill so that man may use its good and circumvent its ill is assuredly one of the great problems in the world today. We believe Mr. Holman has been signally successful in interpreting this problem and clarifying the underlying principles on which the solution must be based.

The course originated in classes held as part of the educational work of the Franklin Co-operative Creamery of Minneapolis. The book has the endorsement of college professors, public school officials and labor organizations. It has been used in four colleges, been adopted by the St. Paul public schools, and been endorsed for use in trade union educational classes. We believe it will be exceedingly useful in high school economic classes and recommend that social science teachers acquaint themselves with it.

HOME-ROOM ACTIVITIES. By Iris Clevea Good and Jane M. Crow. 350 pp. Professional and Technical Press, New York. \$3.25.

If it is possible in some measure to mitigate the evils of the large schools which some school systems insist on adopting for reasons of reputed economies, it must be found in the division of the great impersonal groups into smaller groups whose activities can be centered in and around what is known as the "Home-Room." The home-room organization is also the most favored device for making possible many phases of character building and citizenship training which must take place outside the formal class room. The authors of this book, assuming that the case for the home-room type of organization has been proved, present a mass of material for the assistance of teachers and supervisors of home-rooms which is surprisingly extensive and valuable.

The book presupposes an elaborate community-wide activity organization with a central committee and a home-room director (other than the principal) in each building, and claims that "until administrators will supply such aid to home-room sponsors and students, they cannot expect a successful home-room program." Whether such machinery exists in many communities is a matter of doubt in the mind of the reviewer, but that more and more activities

of this type are being introduced into many Junior and Senior High Schools is well known. Whether administrators are furnishing these aids to the teachers or not, much that is easier to require than to do is being expected of teachers. This book will undoubtedly be a great help to many teachers who have been required to add duties requiring ingenuity, resourcefulness, research and hard work to a teaching program that has been, in most cases, in no way lightened.

The book contains tried out programs for special occasions, programs on biography, on adventure, on citizenship, on free activities, etc. Games, puzzles, stunts, contests are described. Extensive lists of one act and longer plays will help with that difficult problem of finding suitable plays to satisfy the never ending desire "to give a play."

The intelligent teacher will recognize that no ready-made program can be lifted bodily from any source. She will also be wary of too many suggestions, her own or any one's else, lest the pupils lose the joy and profit of self expression, initiative and responsibility. But suggestions of new types of things to do, new games and new sources of material will be of great value in lending variety and avoiding ruts.

Most valuable service of all, possibly, is that the book tells where and how to get the plays, stories, songs, poems, material—all the things the lack of which so often frustrate the teacher's cleverest plans and ideas.

CREATIVE SELF EXPRESSION

From the east coast and the west coast have come to our desk little books that have given us no little pleasure.

Teachers of New Education schools have seemed, very naturally, to find themselves in congenial atmosphere in the American Federation of Teachers. Several such schools are 100% locals. This is the first time, however, that any of them have given us a sample of their products.

The Voorhis School for Boys sends us a beautiful portfolio of First Poems written by the boys and made into a book in their own Viking Print Shop. Literary merit and skilled craftsmanship, both in high degree, make it a piece of real art.

Of great interest also, and, we believe, of high value to other teachers is the History Project Play, *They Built America*. A Junior High

School class having finished its study of the Civil War period decided they wanted to make a play which would show the place in the development of our country of our great national figures. The result is something you all should read. Jefferson, Hamilton, Jackson, Clay, Lincoln and Davis, the pioneers, the immigrants, the factory workers, the southern planters, the slaves and the capitalists, appear, speak and pass off the stage. At the end you feel that these California boys know their history and what it means.

The Modern School at Stelton, New Jersey, sends us *The Voice of the Children*, written, printed, and illustrated by the children. With no assistance or suggestion of any kind from the teachers (the foreword tells us) these youngsters from three to thirteen have written their stories and poems, made the linoleum cuts for their illustrations, set their type, printed and proof read the pages, and made them into a book. We think it is art, composition, hand work and creative self expression to the nth degree. We think you all should see it.

There is nothing in the world that teaches us so much as looking at life from another person's point of view.

BY A YOUNG GIRL

I must laugh and dance and sing;
Youth is such a lovely thing.
Soon I shall be old and stately;
I shall promenade sedately
Down a narrow pavement street,
And the people that I meet
Will be stiff and narrow too,
Careful what they say and do;
It will be quite plain to see
They were never young like me.
When I walk where flowers grow
I shall have to stoop down low
If I want one for a prize;
Now I am just the proper size.
Let me laugh and dance and sing;
Youth is such a lovely thing.

—*The Parents' Magazine.*

The golf links lie so near the mill
That almost every day
The little children at their work
Can see the men at play.

—*Sarah Cleghorn.*

EDUC

"Th
school
is the
lookin
Never
when
cipals,
the Pr
ing, ea
studies
educat
The
July, 1
ment c
and pr
rectly
bership
Repres
are M
Filene,
J. K. I
duty o
first, t
worker
the reg
Thus i
investig
fice of
at leas
position
the mo
R. L.
Leaders
Feb, 19
The
having
voted t
call up
nation
inaugur
liberate
will ma
educati
the rela
school
the pro
the bes

EDUCATIONAL TENDENCIES IN CURRENT MAGAZINES

By Nell Peterson

"There are no truly progressive secondary schools in spite of many attempts to create them," is the verdict of that true friend of forward-looking movements, Mr. Welford M. Aikin. Nevertheless teachers have reason to be hopeful when the Department of Secondary School Principals, the United States Office of Education, and the Progressive Education Association are making, each one in characteristic ways, nationwide studies of fundamental problems in secondary education.

The National Survey, which began work in July, 1929, has recently announced the appointment of an advisory committee of fifty business and professional leaders, no one of whom is directly engaged in educational work. The membership is drawn from all the states of the Union. Representative names on the selected committee are Matthew Woll, Jane Addams, A. Lincoln Filene, Charles H. Mayo, John H. Finley, Mrs. J. K. Pettingill, and William Allen White. The duty of this group of eminent citizens will be, first, to make recommendations to the Survey workers and, second, to review the findings of the regular Committee before they are published. Thus in 1932, when the three-year program of investigation is completed, the United States Office of Education hopes to have in every state at least one influential citizen who will be in a position to interpret the results of the study to the mothers and fathers in his state.

R. L. Wilbur, Facts About Business and Professional Leaders and the Secondary Survey, in *School Life*, Feb., 1931.

The Progressive Education Association, not having an appropriation of \$225,000, such as was voted to the National Secondary Survey, must call upon friends of childhood throughout the nation to help it in the work it has courageously inaugurated. The Association is setting out, deliberately and carefully, to create a condition that will make possible a superior type of secondary education by bringing about needed changes in the relation of school and college. Experimental school leaders were led to study this phase of the problem by their growing conviction that even the best of the new schools cannot become the

experimental stations they were meant to be unless college entrance problems can be surmounted. Mr. Aikin voices the progressive view: "Of all the divisions in our customary school organization the secondary school is the one which must secure the consent of another before making changes. The college still almost completely dominates the secondary school careers of those students who hope to go on with higher education."

The time has come when both schools and colleges must face, without prejudice, the facts about progressive education. If it is wrong, it should be replaced by something better; if it is right in the main, no students should be penalized because "the first twelve years of their educational life were wisely spent."

Such a facing of facts will involve the selection of those who should have a college education; requirements for admission and examinations; the organization and curricula in the secondary school and in the first two years of college.

Already sub-committees are drawing up plans for ideal secondary school and junior college programs, based on the best concerted thinking and practice of experimental school teachers and liberal college professors. These programs will include provision for laboratory high schools with definite suggestions for experimentation. In addition they will suggest to the colleges the types of curriculum change which progressive secondary school leaders would like to have them make.

Welford M. Aikin, Special Correspondence, in *School and Society*, Feb., 1931.

The need of reconsidering the work of the first two years of college has long been recognized by colleges and universities. Seven noteworthy attempts to think differently about the college in its relation to a liberal education are summed up by a University of Colorado professor: "At Wisconsin the experiment is focused on content and reorganization of teaching materials; at Antioch, on the problem of integrating the college curriculum with the problems of practical life; at Chicago and Stephens, on the administrative reorganization of college education; at Rollins, on method of instruction; at Swarthmore, on honor courses; and at Bennington, on the establishment of a college which will attempt to 'carry on' the

fundamental principles of the progressive elementary and secondary schools."

The Teachers Journal and Abstract, a University of Colorado publication, summarizing Investigations in College Education, in *The Journal of Higher Education*, Dec., 1930.

Already one of these wisely conducted college experiments has reached a stage where Dr. Meiklejohn, its director, can consent to have it discontinued at the end of the school year 1931-1932 while a survey is made of the results attained and their application to the University of Wisconsin as a whole. President Frank has announced that, as a result of such appraisal, the Experimental School of Wisconsin University may well be continued as an agency for testing other aspects and possible approaches to the work of the liberal arts college; or it may be dropped in favor of other agencies of educational experimentation. "It has, in my judgment," Dr. Frank asserted, "made a distinctive contribution to the university. It has blazed the trail for that continued self-assessment of the content and method and determining conditions of education without which a university cannot keep step with the changing social order it is designed to serve."

Experimental College of the University of Wisconsin, in *School and Society*, Feb., 1931.

Put to the test of general use, no organization of education can be successful without teachers who can carry on their work with skill and power. In a desire to select and develop a group of truly professional masters of teaching, the School of Education at Harvard has recently made its requirements for an M. Ed. at Harvard prolonged and severe. A candidate must complete successfully sixteen graduate courses, eight of them in the subject he plans to teach. In addition he must serve a successful apprenticeship as a teacher and, finally, must pass a very searching examination. The Harvard faculty believes that the dreams of experimenters will be appreciably nearer to realization if they can be carried out by a body of teachers and school executives who have received, in advance of entrance upon teaching, a rigorous, genuinely professional training. "An occupation that accepts persons who have little knowledge of the problems to be met and less skill in meeting them, that pays such persons well at the start, that lets them awake to the

need of training in mid-career, and never raises their salaries to a really attractive level as they advance in years, has yet to achieve the status of a profession."

The School of Education of Harvard University in the Guest Number of *The Journal of Education*, Feb. 23, 1931.

If the best in modern thinking about education could be embodied in teacher training courses such as Harvard is asking educators to subject themselves to, weak and purposeless people would not choose to be teachers. Those who did elect the discipline might really master the difficult problems that now face secondary education.

The Elementary English Review (4070 Vicksburg Ave., Detroit), official organ of the National Council of Teachers of English in elementary English, has announced for publication this spring special numbers on *reading, composition, and school libraries and recreational reading*.

Of especial interest are articles on the individualization of instruction in reading and composition. A series of articles under the general title of "Building a Language-Composition Curriculum in the Elementary School" is also noteworthy.

The Weekly News Review of February 23 contains an article on Social Insurance which would not be very much amiss, we surmise, for many adults, although it is written for high school students. The experience of Germany for half a century with social insurance and the recently enacted French program are described. The economic and humanitarian bases for extending America's one experiment of this type, workmen's compensation, to health, old age and unemployment insurance are clearly and simply explained. The arguments for and against the theory are impartially given, and the sources of opposition and support are cited.

Washington—(FP)—More than two-thirds of the high and primary school textbooks sold in the United States are provided free by the public to the pupils, according to a survey made by the federal Bureau of Education. The total of sales of textbooks last year to high and primary public schools and their pupils was \$39,000,000.

Local News

WESTERN MASSACHUSETTS FEDERATION LOCAL 230

A new local centering at Smith College has been chartered as the Western Massachusetts Federation of Teachers Local 230. Membership will include teachers in the colleges of western Massachusetts and the public and private school teachers of these college communities.

Professor Newton Arvin of Smith College is secretary.

DETROIT LOCAL 231

In connection with the meeting of the Progressive Teachers' Association in Detroit February 26-28 it was demonstrated that there are progressive teachers in that city. On February 24 a group of teachers met and discussed the aims and policies of the American Federation of Teachers and voted to apply for a charter as the Detroit Teachers Federation Local 231. A committee is now working on a program of action for the new organization.

Detroit is passing through a severe financial crisis and there is much discussion of the possibility of a suspension of the teachers' salary schedule. The teachers naturally are taking an active part in the solution of this economic problem. It was not, however, through an economic interest that the Detroit teachers organized, but because of their appreciation of the significance of the American Federation of Teachers as a social and educational movement.

SACRAMENTO LOCAL 31

Members of Local 31 enjoyed to a very high degree the recent visit of A. J. Muste, vice-president of the American Federation of Teachers and president of Brookwood College, who was in Sacramento the twenty-seventh and twenty-eighth of January. On Tuesday evening, the twenty-seventh of January, he addressed a large delegation at the Federated Trades' Council on the subject of "Unemployment." This address was received with an unusual amount of enthusiasm, some considering it the best and most timely speech which had been heard at a meeting of the Federated Trades' Council.

The next evening members of the executive council and past-presidents of the local Federation spent a social hour with Mr. Muste at dinner. Later in the same evening he addressed the membership of the Federation at the Oak Park Club House. In this address after describing briefly the progress of the Federation locals in the cities he has visited, he proceeded to tell of Brookwood College and of the peculiar contribution it is making to present-day education. His speech was enjoyed by all, and by this contact with Mr. Muste Sacramento's Federationists were led to feel that, with such leaders as Mr. Muste in the national organization, the continuous progress of the A. F. of T. can reasonably be expected.

J. N. GARDNER,

Delegate to the Federated Trades' Council.

WASHINGTON LOCAL 8

The Teachers Union of Washington sends the following communication. Its record of accomplishment will be of interest to other teachers as well as to those of our national capitol.

Fellow Teacher:

Do you know that

- I. In 1916 the basic salary for elementary teachers in Washington was \$500?
NOW, through dogged persistence on the part of the Teachers' Union it is \$1,400.
- II. In 1916 the basic salary for senior high school teachers was \$860?
NOW, because of the efforts of the Teachers' Union it is \$1,800.
- III. In 1918 through the efforts of the Teachers' Union a Teachers' Council was established?
NOW the Teachers' Union is endeavoring to modernize this Teachers' Council and make it more expressive of the teachers' point of view.
- IV. In 1929, the Teachers' Council, apparently not understanding the dangers of an implied attack on teacher tenure in its recommendations for the maintenance of Group B efficiency, adopted these recommendations without submitting them in their final form to the teachers for approval or disapproval?

NOW, because of persistent requests made by the Teachers' Union, the Teachers' Council has agreed to reopen the question of the maintenance of Group B efficiency.

- V. In May, 1930, a bill providing for educational leave for school employees with part pay was introduced in the House of Representatives?

NOW, The Teachers' Union is working to have the word "*temporary*" inserted before the word "*teacher*" in that portion of the bill providing for someone to take the place of the teacher on leave. This word "*temporary*" will assure the teacher of getting his same position when his leave expires.

WASHINGTON EDUCATIONAL UNION, LOCAL 198

The Washington Educational Union is commonly known in Washington as the "Principals' Union." It has been functioning during the past three years, and has devoted its attention mainly to sociological matters rather than to questions involving educational organization, discipline and routine.

In recent meetings great stress was laid upon the subject of "Adult Education" by two guest-speakers, Dr. Alderman, Chief of the Service Section of the Federal Bureau of Education, and Mr. John Frey, a prominent Executive of the American Federation of Labor and former lecturer at the University of Chicago.

Each of these speakers dwelt earnestly and ably upon the need of facilities for self-help in education on the part of persons of mature years who felt the call to supplement the work they have accomplished in school-years or who have come to realize the loss in opportunity for advancement which they suffer due to enforced severance from their studies before graduation.

At each of those meetings the subject of adult education was taken up and discussed at the ensuing round-table, and at the business-meeting of the organization held December 15th it was determined that action should be taken placing Educational Union No. 198 on record before the Board of Education as favoring the institution of a feature of the Public School System of the District calculated to fill this need.

When approaching the subject upon its practical side, the members of Educational Union No. 198 realize it is a matter which has its distinctive field, and must not be confused with the "Americanization" movement now being promoted under the able administration of Miss Maude Aiton, Principal of the Americanization School. It must be remembered, however, that "Americanization" is but one form of adult education.

In its general aspect and scope Adult Education is that form of growth by which each individual is enabled to acquire that training and development which most enriches him—and to obtain it without formal school credits. The cause we are advocating is devoted to persons who are already citizens and who seek to advance their interests either by going farther in education or to make up for losses in education due to inability to complete the regular course.

In those cities where Adult Education has been adopted and applied with pronounced success, the convenient use of library facilities has been a prominent feature; and this will naturally follow in Washington as elsewhere, since the adult in most instances is qualified to bring experience to his aid, and guidance rather than class instruction will be the key-note in helping him or her to help himself in the educational field.

Such a movement as has been briefly outlined above is in keeping with the times. It must be recognized by all thinking men and women that the installation of automatic machinery and other labor-saving devices in most trades is vastly increasing production, and that the introduction of shorter hours of labor is sure to follow the saturation of the market for those wares. How will these leisure hours be employed? How will habits of idleness and their corollary—gang-life—be stopped at the source? *Education* is the solution—*adult* education that will turn this leisure into an asset not only of advantage to the student by increase of efficiency but will create intelligent and ambitious citizens and thereby advance the public good.

Inasmuch as the Americanization School is at present doing such excellent work in one field of adult education, and as it is organized to do even more, we determined to call upon the Board of Education to provide such means as will make possible the enlargement and extension

of the Americanization School so as to make it an educational center for native-born adults, this expansion to include provisions for field workers to reach the people who need this instruction and trained teachers in adult education.

The Board of Education replied to the communication addressed to them by the Union that the Board, as well as the Committee on Illiteracy appointed by Secretary Wilbur, was giving consideration to the expansion of the Americanization School as well as the evening schools, but had deferred action until the budget estimates were prepared.

Richard S. Harvey,
President.

LUZERNE COUNTY, PENNSYLVANIA LOCALS 211, 213, 214, 217, 222, 225

A banquet was held on March 14 by the Luzerne County locals of the American Federation of Teachers for the purpose of giving stimulus to the movement for the passage of the Pennsylvania Teachers' Tenure law.

Governor and Mrs. Gifford Pinchot were among the guests of honor. Other guests included William Green, president of the American Federation of Labor; John A. Phillips, president of the State Federation of Labor; Selma Bochart of Washington, legislative representative of the American Federation of Teachers and a member of President Hoover's Child Welfare Committee; Mrs. Florence Curtis Hanson of Chicago, secretary-treasurer of the American Federation of Teachers; Charles Kutz, organizer of the State Federation of Labor, who organized teachers' unions in Luzerne county, and a number of other leading figures in the education and labor fields.

Prior to his election Governor Pinchot met with the county conference committee to discuss legislation relative to aiding the cause of the teaching profession in Pennsylvania, at which time he expressed himself in favor of sound tenure laws for teachers. His attitude was further emphasized in his inaugural speech in which he said that he advocated "security of office for competent teachers and equal educational opportunities for every child in the State."

Such a bill has been framed and is part of the

legislative program of the Pinchot administration.

The committee which had in charge this very successful first annual dinner of Luzerne County Branch, American Federation of Teachers, were Arch Davis, Hanover township, chairman; Miss Barbara McGlynn, Wilkes-Barre Township, secretary; Miss Agnes McElwie, Hanover Township; Catharine Jones Hannis, Plains; John Boney, Larksville; Thomas Brannan, Plains; James A. Dillon, Jenkins Township; Stanley Rovinski, Hanover Township, and James V. O'Donnell, Hanover Township.

CAMBRIDGE LOCAL 195

Local 195 held a special meeting January 12 for the installation of officers during the visit to the local of Secretary-Treasurer Hanson. The installation was by Mrs. Hanson and addresses were made by Mrs. Hanson, Professor A. D. Sheffield of Wellesley and James D. Moriarty, President of the State Federation of Labor. Mayor and Mrs. Russell were guests.

At the regular monthly meeting of the local an address on "Political Education" was made by Mrs. Louise Rantoul, State Chairman of the Committee on Women in Industry of the Massachusetts League of Women Voters.

The local is continuing its work in raising funds for assistance for the unemployed.

ANNA L. P. COLLINS,
Publicity Officer.

The delegates of the two Decatur locals were "obligated" in the City Central labor body at its meeting of January 28th.

THE COMMON RIGHT OF HUMANITY

"It is the eternal struggle between these two principles—right and wrong—throughout the world. They are the two principles that have stood face to face from the beginning of time and will ever continue to struggle. The one is the common right of humanity, the other the divine right of kings. It is the same spirit in whatever shape it develops itself. It is the spirit that says, 'You toil and work and earn bread, and I'll eat it.' No matter in what shape it comes, whether from the mouth of a king who seeks to bestride the people of his nation and live by the fruit of their labor or from one race of men as an apology for enslaving another race, it is the same tyrannical principle."

—ABRAHAM LINCOLN.

News of Our Members

Miss Bernice Rogers, president of Cambridge Local 195, has been elected secretary of the Cambridge Central Labor Union for the third successive term.

Professor Harold Groves, University of Wisconsin, Local 223, has recently been elected to the Wisconsin legislature. He has introduced a bill for unemployment insurance which was worked out by members of the University faculty headed by Dr. John R. Commons.

Professor Groves is also the author of an income tax bill which is part of the administration program, and has introduced a bill for tenure for vocational teachers which originated with the Milwaukee Vocational Teachers' Association, Local 212.

Mr. E. E. Schwarztrauber appeared before the Committee on Education of the Wisconsin State Legislature in behalf of the tenure bill. Strong expressions of appreciation of his work are voiced by the labor representatives who are working for the bill.

Miss Lillian Herstein, Chicago Women, Local 3, spoke before the Milwaukee Women's Club, February 23rd, on the subject "Contemporary Problems on Marriage and Divorce."

Miss Herstein also took part in a symposium on "The New Generation" held March 2nd by the Forum Council of Reading Road Temple, Cincinnati, Ohio. Her subject was "The Effect of the Social and Economic System on the New Generation."

Former students of Brookwood Labor College tendered Dean A. J. Muste a testimonial dinner at Hotel Woodstock, New York City, on the occasion of the tenth anniversary of the founding of Brookwood. Prof. Harold Laski of the London School of Economics was the principal guest speaker.

Dr. Robert Morss Lovett has an article entitled Memories of William Vaughn Moody in the Atlantic Monthly for March.

Dr. Jerome Davis of Yale University heads a Citizens Committee which is seeking to arbitrate the dispute which has resulted in a strike

of the employees of the Siegmans Co. of New Haven, Conn.

G. W. Gasque, Fulton County Local 183, had a clever article in a recent number of the Georgia Education Journal on "What Is a Teacher's Salary?"

FOR RENT: To reliable party wishing country life, an old homestead furnished or unfurnished, in Wacousta, a small community near Lansing, Michigan, on hard road. Seven rooms, barn, garden, good fruit, electricity, telephone, spring in basement. Should be attractive to man retiring on small income. Rent \$20 per month. Address Arthur Davis, 470 Drexel Ave., Glencoe, Illinois.

This property belonged to Mr. William E. Davis, for many years a highly esteemed member of Local 2. Mrs. Davis is offering it through the columns of THE AMERICAN TEACHER because she feels it may be particularly well adapted to the needs of some teacher who wishes a quiet inexpensive home for a few years.

HOTEL HARRISON

CHICAGO'S NEWEST DOWNTOWN HOTEL

RUNNING ICE WATER
 IN EVERY ROOM
\$250 AND \$300
 WITH BATH
 NO HIGHER

RADIO
 IN EVERY
 ROOM



NO PARKING WORRIES
 DIRECT ENTRANCE
 FROM HOTEL TO
 HARRISON PARKING
 GARAGE

HARRISON STREET JUST OFF
 MICHIGAN BOULEVARD

CHICAGO

NORWAY



The Land of the Midnight Sun

Invites You!

TRAVEL DIRECT TO NORWAY BY
NORWEGIAN AMERICA LINE

"The Scenic Route to Europe"

See Norway, Sweden, Denmark on your way to the Continent.
Splendid up-to-date steamers "STAVANGERFJORD" and
"BERGENSFJORD."

Excellent Cabin Class \$145.00 up. Popular Tourist Third Cabin
\$121.00 up. Round Trip \$200.00 up. Splendid Third Class as
low as \$148.00 Round Trip.

Safety at Sea—Strict Cleanliness—Excellent Food—Solid Home Comforts—are features of our service.

For illustrated literature, itineraries and further particulars please apply to

NORWEGIAN AMERICA LINE AGENCY, INC.

Phones: Central 2737—2738

75 EAST WACKER DRIVE, CHICAGO, ILL.

P. S. You will like our famous Norwegian "Koldt Bord."

**Cruises of the
Norwegian Fjords.
North Cape
Cruises.
Spitzbergen
Cruises.**

ANNOUNCING

an all expense tour of Nor-
way in co-operation with the
American Express Company
by S.S. Bergensfjord from
New York, July 2nd, 1931.
33 days New York—Nor-
way—New York—\$490.00

Also all expense tour under
same management including
Norway, Sweden, Denmark,
Germany, Holland, Belgium,
France, England. 52 days,
\$690.00.

Third Annual Institute of Progressive Education

Syracuse University, Syracuse, New York

July 6 to August 14

The Progressive Education Association will conduct its Third Annual Institute of Progressive Education under the auspices of Syracuse University, offering a wide range of courses and outstanding instructors.

DEMONSTRATION SCHOOL

Plans have been made for a Demonstration School utilizing progressive education methods, with the cooperation of the Syracuse public schools. Classes at all levels will be arranged. **The Primary School** will be directed by Dr. Ruth Andrus, Expert in Childhood Education of the New York State Department of Education. **The Secondary School** will be directed by Burton P. Fowler, Head Master of the Tower Hill School, Wilmington, Delaware, and President of the Progressive Education Association.

THE COURSES

The Case Method of Studying Child Development—Dr. Andrus.
The Methods and Materials of Primary Education—Dr. Andrus.
The Methods and Materials of the Fourth, Fifth, and Sixth Grades—Dr. Adelaide M. Ayer, Director of Training, State Teachers College, Milwaukee, Wisconsin.
The Principles and Practices of Modern Education—Dr. Ayer.
The Methods and Materials of Secondary Education—Mr. Fowler.
The Personality Adjustment of School Children—Mrs. Georgia Clarke Matthaël, Psychologist of the Bronxville, N. Y., Public Schools.
Diagnostic Work in Reading, Spelling, and Arithmetic—Mrs. Matthaël.
Industrial Arts as a Curricular Tool, a Laboratory Course—to be selected.

GENERAL INFORMATION

All of the above courses carry college credits.
All students of the Institute will reside in one dormitory.
There will be a Weekly Forum of distinguished lecturers.
Numerous other lectures, concerts, and plays will be given.
Syracuse University offers an exceptional climate, out-of-door sports and trips to places of interest.
The fees for the courses are low, and room and board are inexpensive.

For registration blank, application for room and board, copies of the Institute bulletin, and all information, write direct to Dr. Harry S. Ganders, Dean of the Teachers College, Syracuse University, Syracuse, New York.

American Federation of Teachers

506 South Wabash Avenue
CHICAGO, ILL.



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

The American Federation of Teachers desires to cooperate with all civic organizations for improved civic life.

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

Our Slogan Is:

Democracy in Education: Education for Democracy

The American Teacher

is published monthly by the

American Federation of Teachers

Membership dues carry subscription to the magazine. To all others the subscription price is \$2.00 per year, 25 cents per copy.