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IN THIS ISSUE

♦ ♦ ♦

Historical Setting of American Federation
of Teachers

Ruth Gillette Hardy

Responsibility of Teachers in Our
Economic Dilemma

Dr. Edward Berman

Sing a Song of Summer Schools

Mary C. Dent

The Depression and Educational
Statesmanship

Dr. Abraham Lifkowitz

Our Children's Opportunity

William Green

Schools and School-life of Switzerland

Marie Widmer

Cultural Complexes and Teachers

Albert E. Croft

Books as Passports to Peace

Evaline Harrington

Abeunt Studia in Mores

Alice Wood

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Table of Contents

	PAGE
HISTORICAL SETTING OF THE AMERICAN FEDERATION OF TEACHERS, <i>Ruth Gillette Hardy</i>	5
RESPONSIBILITY OF TEACHERS IN OUR ECONOMIC DILEMMA, <i>Dr. Edward Berman</i>	7
SING A SONG OF SUMMER SCHOOLS..... <i>Mary C. Dent</i>	8
THE DEPRESSION AND EDUCATIONAL STATESMANSHIP, <i>Dr. Abraham Lefkowitz</i>	10
OUR CHILDREN'S OPPORTUNITY..... <i>William Green</i>	11
SCHOOLS AND SCHOOL LIFE IN SWITZERLAND..... <i>Marie Widmer</i>	12
CULTURE COMPLEXES AND TEACHERS..... <i>Albert E. Croft</i>	14
THE PRESIDENT'S PAGE..... <i>Dr. Henry R. Linville</i>	15
EDITORIALS	16
BOOKS AS PASSPORTS TO PEACE..... <i>Eveline Harrington</i>	18
ABEUNT STUDIA IN MORES..... <i>Alice R. Wood</i>	20
SOME TENDENCIES IN EDUCATIONAL MAGAZINES..... <i>Nell Peterson</i>	21
BOOKS	22
CREDIT UNIONS TO THE RESCUE..... <i>H. S. Bechtol</i>	23
IN JULY WE MARCHED..... <i>Helen Taggart</i>	24
TEACHING BY LETTER..... <i>Edward A. Richards</i>	25
NEWS OF OUR MEMBERS.....	32
WHO'S WHO IN THIS ISSUE.....	32

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Historical Setting of the American Federation of Teachers

Ruth Gillette Hardy

TO UNDERSTAND the distinctive characteristics of the American Federation of Teachers and its place among the teacher organizations of America one must know and bear in mind certain facts about the educational system of America, its history and particularly the history of teachers' organization.

First one must appreciate the effect of the local character of our education, for it conditions all effective organization. Forty-eight state laws and law-making bodies control American education. Furthermore, the effective control, particularly of finances and consequently of teachers' conditions of work, lies with the authorities of still smaller units (often absurdly small), never larger than a single city or county. Therefore it follows that the only effective teachers' organization must be built up of autonomous units, able to act on their own initiative, possessed of their own local offices, workers and organizations. A purely national organization can do little more than pass resolutions in a vacuum; the practical work of an organization for teachers' welfare must be done to fit local conditions.

At the same time, education throughout the United States, without the pressure of law, is remarkably uniform in spirit and method, therefore a purely local organization is needlessly isolated and ineffective. New York City and many other localities are infested with "dollar-a-year" organizations, which do more or less locally but lack stamina for a real campaign to better conditions, and lack the inspiration and social vision which comes from national organization based on delegate conventions. The American Federation of Teachers unites the autonomous local with the national policy forming body.

Again one must look at the present status of teacher organizations in the light of our educational history. As communications grew easier during the 50's a National Teachers' Association

was formed; it held annual conventions of apparently anyone who could come, without forming local units. In 1870, it united with American Normal Association and the National Superintendents Association to form the National Education Association. The same loose organization has continued until six years ago. The convention report for 1870 contains the names of 170 persons present, with no indication of the positions held by any. But it is a safe guess that each had to pay his own way and that superintendents and heads of schools predominated.

In this organization superintendents naturally acquired a dominating influence. The average teacher of 1870 was untrained professionally; the majority already tended to be women who left young to marry. The turnover among men was also great for teaching had already become a recognized "stop-gap occupation" while "working one's way" through college or medical school or awaiting opportunity in some other profession. Practically all teachers were then on annual contract with no security of continuing from year to year, and the terms of the contracts were entirely as made by the local school board with not even State oversight or certification. In this situation the local (county or city) superintendent often represented the only trained and professionally minded member of the staff; he was also usually a dominating personality who had won his place after some struggle and, though, also on annual contract with the local board, yet exercising the influence of leadership with its consequent security of tenure.

As an outgrowth of this situation the National Education Association followed the interests of the superintendents toward stress on improved pedagogy, establishment of "institutes" for the training of teachers in service, etc., but not on teacher welfare. Such an organization tends to become what in labor parlance is known as a "com-

pany union," operating in the interests of the local authorities. The mental picture of a "teacher" as you still see it stressed in American textbooks of supervision is typically a young, unmarried woman who has little professional training or culture, no professional interest, who will leave in three or four years at most and who will accept pretty nearly any terms of contract, salary, working hours, or size of class because she knows it is only temporary. Such a teacher needs to be kept under strict surveillance not only in the classroom, where the labor of supervisors has been to create as nearly as possible a foolproof curriculum and set of textbooks, but in her personal life where chaperonage seemed essential and, even today, there are contracts which specify that an employed teacher shall wear skirts of a certain length, keep her goloshes buckled, not receive gentlemen callers more than three times a week and teach a Sunday School class! Therefore a teachers' organization existed to discuss the relation of Herbartian Principles to Discipline, but not to interest itself in salaries, size of classes or personal liberty.

Meantime teachers became, first in the large cities, then in the smaller progressive communities which demanded good schools at whatever cost, a permanent body of men and women (though still more of them women than men), graduates of colleges or first-class professional schools, often well read and traveled, entirely able to direct their own teaching and chiefly in need of an opportunity to assert their leadership in the community through assured professional standing. This standing, the strict supervisory surveillance, the tradition of immaturity and inferiority and the one-sided annual contracts prevented them from securing. Some states and some local communities in the interest of better teaching raised salaries and passed tenure laws, which essentially give a contract terminable only for specified con-

ditions or offenses. These improvements up to about 1910 were rarely won by teachers' associations.

It was in reaction to this situation that early in the century various local teachers' leagues were formed in opposition to the superintendent-managed National Education Association and the various state teachers' associations which it had absorbed. Their interest centered on tenure, salaries, fairer conditions of daily work, fairer systems of rating, pensions, freedom from a variety of supervisory abuses. They felt that the essence of professional standing was personal freedom, from either nagging regulations or economic pressure. And historically and psychologically that is exactly what a profession means; it is any group banded together to secure proper support in place of exploitation from the community it serves, aware of a common background and outlook and free to carry on the work to which its members are dedicated as a matter of the honor of the profession. Contrast the physician today with the village barber-surgeon of a century and a half ago! Yet this change has been the result of the organization, not of supervisors, but of all practitioners, in which the Hippocratic oath has had its full share as a symbol. The American teacher, generally in 1900, and, in many communities even today, is worse off than the eighteenth century barber, because being full-time employees of public authorities, they may have their whole lives under surveillance and may even be forbidden to organize professionally as they may wish.

In this situation, therefore, many local teachers' welfare leagues found themselves attacked by local supervisors or their associations as "unprofessional" and were unable to make progress at the *founding* of their profession, which they sought. They therefore looked about for allies and for mutual support. This they found in the labor movement.

The American Federation of Labor had already worked out a form of organization suited to American federal conditions, that of the autonomous local able to do its own local work without interference, but united for mutual support and counsel in City and State Federations and State and National Craft Federations, which formulated policies and exercised influence without force in each field. The form exactly suited the teachers' needs, and in 1916 the local welfare leagues in Chicago, Gary and New York united as Locals 1, 2, 3, 4 and 5 in an American Federation of Teachers. They had all had previous experience in seeking

local support from their city labor bodies and it was but a short step to decide to affiliate with the American Federation of Labor where they were welcomed and, for several years (until 1920), aided with funds to spread the organization.

For this affiliation there were two sound reasons which appear more clearly in this country than in any other. First, it can never be too strongly stressed that the American labor movement is essentially *non-political*. It influences legislation by its platform and its active, well-known legislative agents; in this the American Federation of Teachers follows its example. It endorses *individual* candidates of various parties, on their records or platforms, but it endorses no political party; it puts forward no candidates nor does it, as an organization, raise party funds. Second, the American labor movement from its inception has aimed at the establishment of free public schools without class distinction or stigma of poverty. Before the splendid activities of Horace Mann commenced, the national conventions and state bodies of labor, from 1828 on, passed resolutions and agitated for free schools for all. The two movements coalesced to create the American public school which in many communities today is the only school, attended by all classes without thought of seeking any other. American labor has continued to take the keenest interest in these schools and no state or national labor body meets without including resolutions for their support and improvement, often entering into minute recommendations on new types such as the continuation school, textbooks, curriculum, and, since, 1916, on teacher welfare.

To assert the need for a professional standing for teachers, as distinct from the professional place of supervision, required courage; to affiliate with our natural allies in the labor movement required more, for we were immediately attacked and have ever since suffered from opposition, sometimes open, sometimes insidious, as "unprofessional" (meaning interested in more than pedagogy). We have appealed, therefore, to people of courage who could think analytically and historically and cannot be caught by labels. The corollary of this is a membership of wide social vision, interested in the advancement of teaching in its broadest sense and in the welfare of the world community without which we cannot bring the oncoming generation committed to our charge to a full enjoyment of life.

Throughout the fifteen years of our existence our locals have devoted themselves in their various communities to the task of securing such state legislation and local board action as should secure for teachers the professional status, adequate salary schedules and favorable working conditions which the National organization has made its objectives.

When a strong continuous local has existed as in New York, since 1916, the value of the organization has been demonstrated. New York had a tenure law and a system of certifying teachers by examination free from personal or political influence before that date, but both are constantly subject to attack, often insidious. Every such attack has been defeated and always with the aid, often by the sole activity, of the Teachers' Union. We have gained since 1916 a Pension law which is a model to any community, based on city and teacher contributions, actuarially sound, giving full insurance benefit and on whose governing board the teachers are equally represented with the city. We have increased salaries, all teacher associations cooperating, but under the leadership of the Union's legislative agent, a teacher whose bold yet well-considered propositions often take away his colleagues' breath, until for various grades they are 75 per cent to 120 per cent higher than in 1916. We have secured liberal allowances for sabbatical leave, and have fought off various censorship laws. And we have learned immensely.

We have learned first our reciprocal policy in the labor movement. We joined them for aid and it has been freely given. For example, our legislative agents are teachers who cannot get to the State capital when legislation is being considered, more frequently than once a week. The legislative agent of the State Federation of Labor is a full-time worker more than ready to work with us. But we have also learned that we can help the labor movement in putting its policy before an intelligent public opinion. For example, again, the educational program of the New York State Federation of Labor has been called by competent authorities outside the labor movement one of the most enlightened programs for complete public education in the country; our delegate who, as a matter of course, sits on their Education Committee has written this program and secured its adoption on the floor of the state convention.

Second, we have learned that we can, even with weak numbers, use per-

(Turn to Page 27)

Responsibility of Teachers in Our Economic Dilemma

Professor Edward Berman

THE REPUBLICAN administration blames the present depression upon European and world-wide depression. The Democratic party blames it upon the Republican administration. It remains to me to enunciate a new theory. I blame it partly on the teachers. Of course, I am not desiring to impose the full responsibility upon the shoulders of the teachers; it is a sort of contributory responsibility.

You and I have been brought up in the American public schools. We have gone through the usual teaching of history in those schools. We have heard the usual talk about American ideals. America has a tradition for freedom, for liberty. I should like to call your attention to the fact that the problem of unemployment and the problem of lack of organization cause situations which make for the opposite of freedom. It is no freedom for a man to know that he can get a job if he can find one, when he does not happen to be able to find one. It is no freedom for a man to know that he can work or not, if he pleases, when he has to work and cannot find a job because there is none available.

We have talked in terms of political freedom, but there is another kind of freedom that is more significant for the man on the street—and that is, the freedom to work, the freedom to eke out a livelihood for himself and his family. That is the kind of freedom which is desirable—economic freedom—and a great deal of palaver about abstract theoretical academic freedom and liberty does not amount to a row of pins unless we have this other kind.

Now I think teachers should recognize that they have been guilty of some contributory negligence in this matter. I think that the pupils turned out by the American school system have grown up without an adequate understanding of the economic situation. The teaching of the public school system has been at fault in three important respects.

In the first place, this whole idea of political freedom and great economic opportunity has been grossly exaggerated by our school systems. It has been too commonly said that every boy who is ambitious has a fair chance in life. It has been too commonly said that this is a country of unrestricted freedom, a country in which anybody who wants to go ahead and make his way can do it, a country in which there is real and true and thorough-going liberty. Those are splendid ideals; but it is one thing to teach an ideal, and it is another thing to teach and talk to your students and pupils as though that ideal were a reality.

A second thing for which I think the teachers should be blamed is the exaggerated narrow type of patriotism that is taught in many of our schools. I grew up in a pretty good school system that had the inspiration of Francis Parker and some other people to carry it on; and yet all through the grades I was told and given to understand—sometimes told very directly—that the best country on earth was the United States and that no other country could hold a candle to it, that we could practically lick the rest of the world with our hands behind our back. The rest of the world was bunk—too bad they could not help it, but they were not American, and we thanked God that we lived in a country which was replete with virtues.

What is the consequence of that kind of teaching? In a situation like our present one, it seems to me to have four very significant consequences.

In the first place, it creates in the minds of immature pupils, people who grow up into citizenship, the notion that there is nothing wrong with this country. After all, if we are the best country on earth and have little or no vices at all, how can there be anything wrong with us?

In the second place, it creates a notion that other countries do not amount to much, which is a bad thing not only from the business of tackling

our own economic problems, but also from the point of view of international peace.

In the third place, it creates the impression in the minds of many of the growing youngsters of this country that people who desire to make constructive changes in industry and society are cranks, fools, and people who might well be despised and not people to whom you have to pay much attention. They are unsound.

In the fourth place, I think, very seriously, that people grow up with the notion that even though there may be certain evils in a system of ours, we cannot learn anything from an emergency like this.

The further consequence of all this is that the citizenry, in my opinion, is ignorant and intolerant, intolerant to new ideas and to the desire for change which experts on the subject, careful students of the problem, recognize as essential and necessary before the condition can be remedied.

There is a third thing for which I should like to blame the teachers. I think that our school system has exaggerated the virtues of modern society. Teachers have instilled a belief in the minds of their pupils, directly or by assumption, that we live in a pretty good system which requires very few changes, that we have economic opportunity, freedom, wealth, and all the blessings that there are to be given to humans on earth; and that, therefore, we do not want to make many changes. These youngsters are brought up with the notion that our present system is about the summit of human intelligence on this universe, that for thousands of years some mysterious hand has guided in a mysterious fashion the destinies of history and has finally created this beautiful thing.

I am no unbridled critic of the capitalist system, because I think that it has many virtues. But I think it is utterly absurd to assume that a thing is so virtuous that it is foolish to find

(Turn to Page 28)

Sing a Song of Summer School

Mary C. Dent

SOME time ago I made a solemn promise to myself in these words: "I shall never make you go to summer school again." I said "again" because I had just finished sweating through a long, hot summer at Columbia trying to get proficient in a certain field in which I was then interested. I kept that promise until this year. Ah me! Would I had never broken it! And now as I sit at my enforced labor, absorbing words of wisdom in classes, reading in secluded corners of libraries, studying and writing endless papers at my desk in Grays, my attention occasionally wanders, and time and again the questions arise: "What is it all about? Why are we all here at summer school? What do we want from summer school?" Especially do I ponder on these questions if I walk through the Yard in the long summer twilight and see so many lights in so many different windows, signs that all the industrious students are hard at work. Even more forcibly is the whole problem brought home to me when the voice of the typewriter is heard in my neighbor's room when I want to go to sleep. What is it all about?

Have I the courage to here set down in black and white my tentative answer to so weighty a question? Well, whether I have the courage or not, I feel the time is ripe for an answer, so I hasten on before I change my mind.

Summer School is one of the symptoms of a strange, new disease attacking American education. It is a disease which defies classification, yet it is one which, to my mind, is so serious that unless its progress is checked, what is most worth while in American education will succumb to its evil effect. That the malady is prevalent is evinced by the fact that in many public-school systems increasing pressure is being brought to bear to make teachers take courses in methods and courses in general educational theory. In some sys-

tems yearly increases in salary are made dependent on taking a certain number of points in education. In most systems professional advancement is made contingent on the amassing of these credits in education. It does not seem to matter what the credits come from, just so they come. Hence, as long as the disease is rampant, teachers will come to summer school to get credits. This mad rush for points is a fatal symptom of the dread malady. American teachers are simply mad about piling up credits.

One summer I stayed a long time at Oxford, not attending lectures but absorbing the atmosphere. A chance question of an English friend of mine as we sat at a leisurely lunch at "The Mitre" lighted the fuse that set off this particular train of thought in my mind. The question was, "What are these credits that you Americans are so mad about?" What indeed? Why was a friend of mine recently advised by a certain school official to (in said official's own words) "pile up a lot of credits in education," if she wished to qualify for a higher salary group? Incidentally she had already piled up a mountain of credits in English literature, her own subject, but that meant nothing. Will the piling up of a lot of credits in education make her a better teacher and worthy of the slightly larger salary of the higher group?

And that brings me to another point. A grave symptom of this menacing disease is that one never seems to be urged to get credits in courses having to do with the content of the subject one teaches. Perish the thought! During the last ten years the emphasis in elementary and secondary education has shifted from what is taught to how it is taught. What one teaches is a mere tail to the educational kite. You may know nothing to teach, but you must teach that nothing according to the latest and most approved methods. And so we have countless methods

courses: *How to Teach Chinese to the Chinese, Special Methods in Elementary Copying, Special Methods in Vocational Guidance Follow-up Work Throughout the Pupil's Life, How to Approach a Pupil in Order to Recondition his Behavior Patterns, How to Overcome the Handicap of a Roving Eye, How to Be Happy With a Low I. Q.* Is a teacher a better teacher because she has sat through six long weeks in Professor Sleepwell's course in *How to Get On With One's Principal*? Is a teacher a better teacher because she has written theme after theme for Professor Thinkfast's course in *How to Teach Proper Attitudes in Occupational Behavior by the Case-Conference Method*?

When Lord Tennyson had the aged Ulysses say:

"I am a part of all that I have met;
Yet all experience is an arch where-
thro'

Gleams that untravelled world whose
margin fades

Forever and forever when I move—," he sounded a fundamental truth and by the beauty and imaginative scope of the lines crystallized that truth forever. We are part of all we have met, and the teacher, of all people, should build up for himself an arch of experience that frames for him vistas into an untravelled world so beautiful, so various, so humane, that he can start his pupils on their long journey through life well-equipped for the journey. Is the teacher who is a part of endless courses in educational measurements and special methods in teaching nothing to nobody the best teacher? Shall I return to school this fall a more understanding teacher because I have piled up some credits in education, even though I went through the trying process within the august precincts of Harvard?

When I have gone back to school after other happier summers, I have carried with me little pictures that fre-

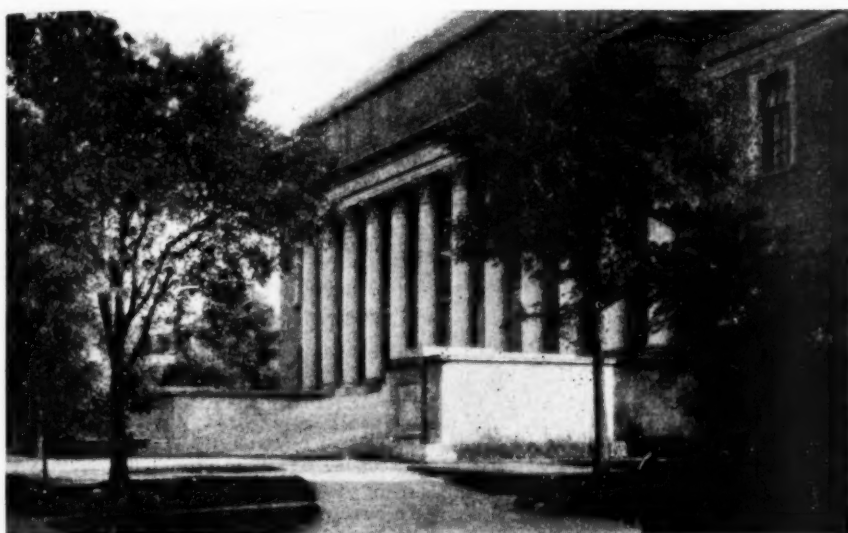
quently "flash upon that inward eye which is the bliss of solitude." Again I see the fishing boats with their red sails and blue nets flutter into the harbor of Douarnenez, lying all gold in the evening light. Assisi, the little white town perched on its hilltop and permeated with the holiness and meekness of St. Francis, lies before me dreaming under the summer moon while at its feet is spread before my eyes the Umbrian plain flooded with brittle, silver moonlight. In Budapest the blue dusk is reflected in the Danube and the wild, sweet music of the gypsy orchestras mingles with the lap of the waves against the Quai. The young, slender

up a few credits in education. Such is life in the educational world.

Another aspect of this credit hunting trend in American education rather terrifies me. The teacher who during the winter takes extension courses and other university courses and then plunges deep in summer school lacks the opportunity really to live. I have always been tremendously impressed with what Emerson means in *The American Scholar* when he speaks of being able to tell immediately upon speaking with people whose words are "loaded with life" and whose are not. From a mathematical standpoint there are not enough hours in the year for

and in doing settlement work in New York, or in my leisure moments during the school terms when I ran a group of workers' education classes in the evenings and came in contact with trade unionists in trades ranging from the bricklayer's and butcher's all the way through the Federal employee's. If I were faced with the choice of losing what I have gained from these contacts, or losing at one fell swoop all my credits in education, I should not hesitate a second in making my decision.

There is another distinct disadvantage, too, in leaving all else and cleaving to credit hunting only. What time does such a policy leave the teacher for reading for enjoyment? I think my favorite line from Walt Whitman is the line in *Song of Myself*, "I loaf and invite my soul." To me the most delightful way of loafing and inviting my soul is reading the books of writers whose words are "loaded with life" and open up for one alluring new vistas of vicarious experience. As I look back, some of the most satisfying hours I have ever spent were those spent in reading authors who have so much to say about a certain character they have created that it can't be compressed into one book, but must be spread out over



The Harry Elkins Widener Memorial Library, Harvard University, Cambridge, Mass.

Basque men in white with red sashes and red berets leap through their athletic folk dances at St. Jean de Luz to the accompaniment of old Basque folk tunes played on an odd little barrel-shaped drum and a piercingly sweet pipe. Could any credits in education make up for the memory of the Reinhardt production of *Everyman* on the steps of the cathedral at Salzburg when the blue of the summer sky overhead matched the robes of Hope posed on the steps in the lovely attitudes of the Virgins of the medieval religious painters? Could a course that counted a thousand points make up for glorious mornings spent sitting on a ragged edge of nothing far up the mountain opposite the majestic Cirque de Gavarnie while the music of a thousand streams of melting snow rang in my ears, or for the summer spent walking in Cornwall and Devon along the cliff paths hanging over the sea and backed by endless stretches of purple-heathered moor? Ah well, this year I shall go back educated because I have piled



Biarritz, Le Baste

the teacher who makes a business of credit hunting to get his words "loaded with life." It is only through contacts with people in varied walks of life that one can do this. No course in education could ever help me to understand my pupils as much as I have been helped toward understanding them by summers I spent in working for the Associated Charities in Washington

three or four volumes. Nothing can ever take from me the joy of having read Rolland's *Jean-Christophe*, Tolstoy's *War and Peace*, Nexö's *Pelle the Conqueror* and *Ditte Girl Alive*, Wassermann's *The World's Illusion*, Mann's *The Magic Mountain*, Dorothy Richardson's *Pilgrimage*, Sigrid Undset's *Kristen Lavransdatter*.

(Turn to Page 26)

The Depression and Educational Statesmanship

Dr. Abraham Lefkowitz

THE world-wide depression, a product of an over-mechanized industrial system or economic Frankenstein that lacks social planning and social vision, is giving our statesmen many sleepless nights. Why? Not only because the problems of unemployment and underconsumption are difficult of solution but especially because statesmen seek makeshifts to tide them over instead of remedial legislation and reconstruction leading toward permanent solutions.

A similar problem is facing educational administrators. With fewer opportunities in the business world, and with job uncertainty, many former teachers are seeking to return to the system while many who planned to enter the business world are instead seeking to enter the teaching profession. The result is teacher unemployment. How shall teacher unemployment and the general business depression be faced by boards of education? Shall a policy of makeshifts be followed in dropping teachers as has been done in several states? Shall salaries be reduced or increments be denied, as has been done by boards of education who see not beyond the mechanical economic law of supply and demand?

The *Union Teacher* believes boards of education have an unusual opportunity for the exercise of educational statesmanship. We suggest that the time is opportune to raise educational standards so as to retain the ablest teachers as well as to attract to the profession others equally good or better ones. This can be done only by paying cultural salaries. Sound progressive education pays the community in the form of productive socially-minded citizens, in decreased retardation, truancy and delinquency. Reducing salaries is the solution of the educational shyster and the visionless bread-and-butter business man to whom economy is the cure-all instead of being the desperate act of an intellectual bankrupt. Wage reduction in a cyclical and technolog-

ical depression spells economic ruin to all.

Instead of dropping teachers, we urge that more teachers be hired. At the present time large school systems are suffering from excessive retardation due to thousands of over-large classes of 40 to 55 pupils and teachers who do not meet the highest educational standards. We urge that registers be reduced to a maximum of 35 per recitation teacher and that special teachers-at-large be assigned to each school with a register in excess of 2,000 students. This will give employment to hundreds of teachers, reduce retardation and give needed experience to young teachers and help to pupils.

To stimulate progressive teachers or to galvanize the less active ones into activity we suggest that the best teachers in the elementary, junior and senior high schools be released for a month or more to study the especially fine constructive and original work being done within the school system or in nearby school systems; that their places be taken by regularly licensed teachers awaiting appointment; that vacancies being held open by principals for teachers who are not available be filled so as to prevent those trained by the city at great public expense from being lost to the profession; that the sabbatical leave be extended to one year for all who desire restoration of health, and for study, travel or rest; that the three-day visiting period be restored to all teachers to prevent stagnation and that there be established in conjunction with the State Department of Education an Employment Bureau to secure employment outside of large cities for teachers on eligible lists, giving such teachers credit for such service toward salaries and pensions. This will give our unemployed teachers employment, give them necessary educational experience without cost to the city, give outside communities highly trained and qualified teachers, give our experienced teachers greater opportunities for creative work and stimulate the stagnant

types to renewed activity and vigor. In this way the whole educational system will be revitalized and will receive a new lease of life.

Educational statesmanship requires that a Department of Instruction be created under a director of instruction whose business it will be to unify and to supervise the training of teachers while in the Training Schools and during the probationary period. Where necessary this supervision should be extended especially when asked for by the teacher. The director should further establish a bureau of instructional research to develop a body of facts which will enable supervisors to improve teaching by the application of scientific methods and data scientifically arrived at. At present the whims or prejudices of a supervisor rather than scientific data too often form the foundation for teacher criticism or teacher effort—a great educational loss. Moreover, the director, aided by an advisory council composed of representatives of the whole educational system, will centralize the activities of the system and on the basis of factual studies and experimentation, modify the courses of study, improve teaching technique and assist both teachers and supervisors to reach a sound solution to an educational problem.

The *Union Teacher* calls upon the Board of Education and the Board of Superintendents of our city to inaugurate this type of statesmanship in the present educational crisis, and thus help lead our politically-appointed and politically-minded administrators out of the educational bog into which purblind business methods are driving them. Never has the world needed clearer thinking than now. Will our educational leaders make that thinking possible or shall the world blunder into a catastrophic change and its consequences? The world faces a crisis. What are educators going to do about it?—*The Union Teacher* (New York).

Our Children's Opportunity

William Green

President American Federation of Labor

The President's Commission on Unemployment Relief has launched a nationwide campaign to keep young people in school during this time of acute economic distress due to unemployment. President William Green of the American Federation of Labor was invited to make the opening radio address.

The American Federation of Teachers, since its organization, has held as one of its principal objectives the furtherance of all types of protection for the child worker. The American Teacher gladly cooperates with this movement to keep the children in school by presenting President Green's address, and urges its readers to give earnest consideration to the twofold purpose of the movement and to participate in it by every means in their power.

EDITOR.

THERE are over five million persons walking the streets looking for jobs. There are approximately five million more working part time. What stronger or more convincing argument can be offered as to why any boy or girl under sixteen years of age having been given gainful employment should now be sent to school and the work they have been doing be performed by adults?

Why have we committed this double folly of taking from an adult the opportunity to earn a living and giving it to a child and thereby depriving it of a child's heritage? Partly because we know not what we do and partly because we have not had the wisdom to establish and maintain the social and economic standards necessary to protect the children of the nation.

We have permitted boys and girls to leave school in order to help the family when the bread-winner lost his opportunity to work. Such a policy leads to immeasurable social waste and enriches no one. If we would create real wealth we must first protect our children. We must give children a chance to prepare for the problems and responsibilities of life.

The present unprecedented unemployment problem sharply discloses our failure to establish a far-sighted policy. Only three states require boys and girls under 18 years of age to return to school when unemployed. These states are Colorado, Utah and Ohio. Delaware, Indiana, Massachusetts, and New

Jersey require children under 16 years of age to attend full time school when not employed. New York requires all under 17 to attend school 20 hours a week when unemployed. To enforce such regulations, employers must be required to return work permits to the issuing authority upon the termination of the employment.

The first step in an emergency program to send children back to school might be an executive order by the permit issuing authority of each state, requiring work permits to be returned upon the expiration of the work for which said permits were issued.

The supplementary step should be a public demand that no more work permits be issued to children of school age during this national emergency.

Forty-five states and the District of Columbia require employed children to have certificates certifying to their age compliance with school attendance laws. In most states the age limit for which a certificate is required is 16, a few extend the requirement to 17 and

18 years. In some states even yet minors of 14 years are permitted to work in factories and other gainful occupations. But these laws are not effective without vigorous, efficient administration. Any general movement to put children back in school must plan to secure adequate administration.

Despite the fact that 1930 was a year when millions of men and women were out of work, 103,000 children under 16 years of age were granted employment permits! These figures do not present the full picture, for statistics are not available for the whole country. The reports show that 60 per cent of these children had not completed their eighth grade and many had gone no higher than the sixth grade! With this meager equipment the work capacity of these children is definitely limited. When they have burned out the enthusiasm and vigor of youth, they must either accept employment that holds no hope of progress, or turn to casual labor.

In the great industrial state of New York, 37,150 children 14 to 15 years of age were granted work certificates in 1930; 18,035 found vacation employment. In Massachusetts the number under 16 years of age to whom certificates were issued in 1930 was 23,248. The figures of these two states show a distinct drop over 1920, which shows the results of efforts to prohibit child labor and keep children in school. In New York City a back-to-the-schools movement rescued many.

(Turn to Page 28)



PRESIDENT WILLIAM GREEN



Market Day on the Place de la Riponne at Lausanne Ouchy on the Lake of Geneva, Switzerland. The imposing University rises in the background.

Schools and School-life in Switzerland

Marie Widmer

ROUSSEAU, PESTALOZZI, with these two names the history of modern education has largely concerned itself. From the schools established in the latter part of the eighteenth century in the little Alpine republic of Switzerland, went out influences which have molded education in every country in the world even unto this day.

How his own country has adapted the principles of Pestalozzi to the educational need of the twentieth century is of considerable interest to those who are seeking to accomplish the more perfect realization of Pestalozzi's great dream of schools that should educate for a better life through the activity possible to childhood.

THE AMERICAN TEACHER believes Miss Widmer's survey of the schools of Switzerland will be of value and interest to its readers.—Editor.

THE intellectual and professional culture to which Switzerland owes the privileged position she occupied among the nations is due chiefly to the thoroughness with which scholastic education is adapted to the requirements of modern life and conditions. Swiss culture is of long-standing origin and derived its inspiration from the most varied sources, notably from the great reformers and

their predecessors like the famous Irish monk St. Gallus, whose name is perpetuated in the abbey and town of St. Gall. In later days, Basle, Geneva and Zurich became great centers of learning based on a groundwork of classic

lore which is the essential of all true culture.

Jean - Jacques Rousseau, born in 1712 in the city of Geneva, presented the world with new ideas on education in his book "Emile." Heinrich Pestalozzi, Zurich's noted philanthropist and pedagogue, born in 1746, realized the greatness of Rousseau's teachings and utilized them in a practical way for the public schools. His writings and



Picturesque Public School in Village of Lutzelfluh

the educational establishments he directed at Neuhof-Birr (Argovie) and at Yverdon, on the lake of Neuchâtel, became world famous. Froebel was a student of his methods; and from the normal school at Oswego, New York, under Sheldon, his doctrines of sense training, observation and practical knowledge were spread throughout America. Pestolozzi's own methods were successfully employed by another eminent pedagogue, von Fellenberg, whose private institute at Hofwil, near Berne, was attended by the sons of families known on both sides of the Atlantic.

As early as 1830 the Swiss cantonal governments began to study the school problems, for in those days already the school was recognized as the instrument by which a democracy trains its members for efficiency and patriotic service. The elementary school, a cantonal institution subsidized by the government, is the basis of education in Switzerland. It is compulsory up to the age of 14, with the option of continuing to 16, and is entirely free of charge for all children.

"Continuation schools" (suggestive of the people's high schools of Denmark) are available for young men who for some reason are able to attend only the prescribed compulsory term in the elementary grades. An intermission of one or two years is generally allowed between the termination of the first school period and the beginning of continuation school. In this manner the pupil resumes his studies at a somewhat more mature age. The new courses concentrate especially on the perfection of the mother tongue, on Swiss geography, history and government questions. The attendance of these schools is limited to the winter months and does not exceed seven hours per week.

Pupils desirous of attending "secondary schools" are generally transferred to these schools from the fifth primary grade, provided they can pass the State-imposed examinations. The average duration of a secondary school course is four years and after graduating from these schools the students are ready to enter the so-called "intermediate schools," which comprise:

1. Institutions preparatory to universities, such as the gymnasia with their scientific, literary and commercial departments.
2. Teachers' seminaries.
3. Technical schools.
4. Commercial schools.

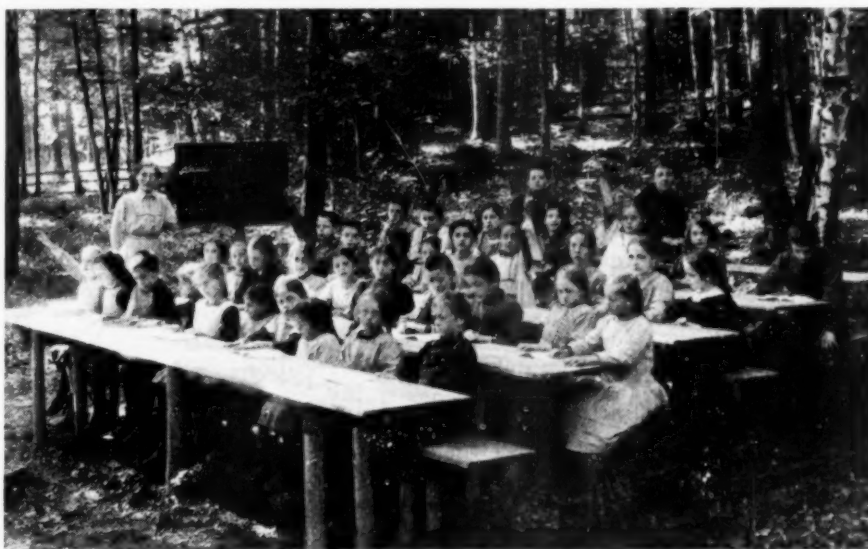
The course of study in the first named group of institutions generally covers four to four and one-half years. After its completion and the passing of a State examination, the students are eligible to enter one of the universities or the Federal Institute of Technology at Zurich.

Some intermediate schools, especially those of the smaller cantons, merely endeavor to give their students a complete education of a higher grade and many of them afford at the same time

higher institutions of learning provide for more extensive excursions, and in all cases the country's railways cooperate generously with greatly reduced tariff for schools.

In most of the regions where skiing is possible in winter this popular winter sport has become an important part of physical training and many progressive towns have in recent years set aside a special credit for the purchase of skis for boys and girls attending the upper elementary and secondary grades. Gymnastics on skis, cross-country hikes, races and even jumping contests have thus become a much enjoyed feature of Swiss school days in winter.

For children of frail constitution many cities have established open-air or forest schools. With specified periods of the day devoted to study, resting and games, and with nourishing meals served free of charge, these delicate children gradually develop into healthy members of humanity. School lunches and "summer vacation homes for school children" are other vital problems efficiently taken care of throughout the land, and donations from public spirited citizens are never lacking when the welfare of youth is



Forest School near Zurich, Switzerland

opportunities for boarding to pupils from distant localities. A few of these institutes are enterprises of religious orders and among them are the Roman Catholic colleges at Schwyz, Einsiedeln, Engelberg, Disentis and Fribourg.

A noteworthy feature of the intermediate schools of French-speaking Switzerland are the language courses and the special classes for native and foreign students whose mother tongue is not French. After becoming sufficiently proficient in French in these classes the pupils are admitted to the normal classes.

The public intermediate schools generally require a moderate fee, but scholarships are available for deserving students.

Switzerland believes in showing her children their country. Hikes and sightseeing trips of one or several days are a regular feature of Swiss school life. While the lower grades may be taken on half-day or day's outings, the

at stake. Workers for Switzerland's outstanding industries, such as weaving, embroidery, machinery, watchmaking, hotelkeeping and woodcarving are trained in schools especially devoted to these branches. A number of technical institutes for students of the age of 15 years up prepare for a theoretical and practical activity in construction, machine building, electrical engineering, chemistry, etc. The diploma given by these schools makes a student eligible for the Federal Institute of Technology at Zurich.

A small number of agricultural and dairy schools, which all maintain model farms, afford a thorough training to young men who desire to become proficient in this field. For the girls there are special schools for complete instruction in housekeeping. Courses are available also in dressmaking, millinery, embroidery and household economics.

(Turn to Page 27)

Culture Complexes and Teachers

Albert E. Croft

CULTURE COMPLEXES! What absurd things they make us do! Men remain custombound in uncomfortable and insanitary clothing; farmers vote for politicians who juggle tariffs against rural welfare; non-union workers oppose collective bargaining while they profit from union standards; idealists abhor materialism when all intellectual culture rests upon material bases; teachers remain ultra-individualists in a world of collective and cooperative endeavor; and educational leaders emphasize psychological compensation when adequate service depends upon economic security.

Why and how do these culture patterns, or complexes cause us to behave so inconsistently? We could readily answer this if we knew the history of the ideas that are contained in our "experience," and if we knew to what extent we, as individuals, are controlled by our ideas. Ideas get into our minds, we accept them, become loyal to them, then stubbornly resist any change that seems to conflict with our attitudes. Since these ideas usually have become traits in our mental patterns long before we attained the habit of discriminating, we carry on many incompatible concepts. When we try to examine these ideas and eliminate the inconsistencies we discover that they are rather elusive.

To analyze some of these culture complexes which control us is to get a revealing view of our characteristic reactions. We would not appear in public clad in the costume of 1850 (a type of material culture complex), at the same time we escape notice if our ideology (an immaterial culture complex) contains culture traits as obsolete as the hoop-skirt. Physically the members of the educational profession are well dressed. Intellectually their minds often incongruously mix the fashions. For example, if one considers the ideas upon which some teacher organizations are based, one is

startled to discover that they are like the old guild systems which the economic world abandoned nearly two centuries ago. Yet, without a scruple they are being rationalized into use under modern conditions.

When we examine society from the standpoint of occupational groupings, we find some interesting contrasts between teachers and other worker groups. From the banker to the day-laborer we find occupational organizations that function efficiently along modern principles and result in mental ease and economic security. The methods by which these occupations have attained their goals involve organizing in such a way as to enable them to control the conditions under which they market their services and goods. Does this cast light upon why teaching is often the least favored profession? In the world trend towards cooperative activity, the teachers are among the last to understand the importance of occupational team play for their own professional advancement—economically and otherwise.

The chief difficulty confronting the teaching group seems to be that of freeing itself from certain culture traits that became traditional decades ago. Before the era of generalized education, teachers represented the so-called "upper classes." They brought the ideology of those classes into their work. It became part of the teacher culture. When education became democratized, because of the demands of the general public for greater educational opportunities, the teacher attitudes were well founded and even traditional. Accordingly the old concepts have continued to dominate our minds when underlying economic and social conditions have widely changed, and the old patterns leave us with "blind spots."

By the nature of the profession, the teacher has been barred from the eco-

nomic and social activity of the community. This protection from direct contact with the material trends in community life has made it natural for the teacher to become idealistic, and "impractical." Furthermore, old aristocratic traits often led the teacher to hold himself aloof from "common-laborers," and a complacent disinterest in them has caused the profession to remain uninformed of the means by which the major cooperative movements have achieved their far-reaching results. (It is useless to point out that teachers owe their jobs to the fact that the struggling "common people" demanded democratized education). On the other hand, teachers are not acceptable members for higher economic organizations since they are "merely paid employees." When we consider how these inconsistencies in the teacher mind have escaped notice we find a measure of the control the old patterns have had. At the same time we find an excuse for much of the leadership of teacher organizations. It, too, is under the same control.

The first step in correcting this culture complex which is preventing the teacher from attaining full professional standing, is to analyze the existing culture pattern and find out something about its historical settings.

The next step is to eliminate from the pattern those ideas and modes of behavior which are no longer useful under present conditions. "Fixations" which retard growth are dangerous. Incidentally, it takes much courage to face the problem of changing our fixed ideas. They are rooted in the emotional nature, which makes readjustment a struggle between intellect and feeling.

The final step is to study present life and incorporate the best it can offer into the making of a new culture complex. Teachers should then adopt the slogan, "Be Practical," which means in these days, "Be Group-Minded."

The President's Page

Dr. Henry R. Linville

England

The reaction of English teachers to the fifteen per cent reduction in salary recently imposed by the Coalition Cabinet is worth noting. The *London Teacher* for September 18 says "His Majesty the King reduces the Royal Civil List by 50,000 pounds while the emergency lasts. Teachers have to submit to the ordeal of a permanent cut."



Thus, even in what we may have been calling liberal England teachers are expected to submit to discrimination. But it would do your heart good to know how the English teachers hold to strict accountability the political leaders of all parties represented in the new government. Those who attack the schedules are named "salary apaches," and a spade is called a spade. The front page protest ends, "Whatever the immediate sequel may be, we will never accept the criminal wrong which has been done to the teaching profession. We will fight on, and fight on, until our just dues are restored to us."

America

Reports have been coming in showing that salary cuts are being proposed in various parts of the country. In some localities, especially it seems in Pennsylvania, local school boards have openly stimulated low bidding among unemployed teachers. Such a game requires two to play. The teacher, of course, is the "sucker."

In New York City where salaries of teachers are higher than elsewhere, many leaders advise the adoption of the policy of keeping quiet, apparently with the idea in mind that New York teachers may be able to conceal themselves and their salaries from the "apaches" when they come around.

Possibly we have not suffered enough in this country to develop the back-to-the-wall, fighting spirit which our English brothers and sisters evidently have. But there is no reason why we cannot do some thinking against the day when the storm strikes us.

Our Business

As workers in the social enterprise of education, we are obliged to do business with representatives of the public. Some of these representatives will be worthy citizens, while others, indeed, may be "apaches." But evidence is not lacking to show that both may occasionally unite on a program of "economy." Then we must be business-like and wary. If we are gentle and submissive, and in other respects replicas of the old-fashioned pedagogue, or of the new officially conceived pollyanna, we shall probably accept the "hand-out" when it comes. When the real conflict emerges in the existing economic depression, if it comes, we may find that the public attack on those of us who resist will turn on

Our Manners

Perhaps the manners of some who fight for the basic conditions of self-respect would not make an appeal to those who think of us as "shining examples to youth." But youth needs character. And its chance of absorbing some inspiration to that end seems to me vastly better if it comes into touch with men and women who seek professional self-respect as a fundamental requirement. Then, too, youth remembers that kind longer. After which it is a proud thing to be a teacher.

But Also

It is not enough to think of the fight we may have to wage as all we must prepare for. Whether we all accept the responsibility or not, we are involved in the social job of building up a sounder program of education than exists at present. The ability of educational officials to do this job may be increased, but the potentiality of the rank and file to reconstruct and to build more adequately for the present and the coming age is a resource which lies at hand practically untouched.

It is for such as we in the American Federation of Teachers believe ourselves to be that the future holds great promise, as well as great responsibility.

Postscript

No sooner had the above been written and despatched than the Eighth Annual October Week-end Conference of Local 5, New York, assembled in the glowing hills of New Jersey, fifty miles from New York, unwittingly followed up the thought expressed in the foregoing paragraph. Practically every one of the speakers at the Union Conference called attention to the need of a comprehensive plan for educational reconstruction. As was to be expected, there were manifest various degrees of clearness as to the areas in the present educational structure where the beginnings of a new order might be undertaken. There was some disposition to take over the psychological method of another great nation, Russia, and accept the tactic of propaganda as a necessary and logical feature of a new educational order. But there was also enough good brake-lining in the wheels of the conference to keep the pepped-up new gasoline under control.

For those who are interested not only in the development, the organization and the promotion of ideas, but also in the working of the minds of those who produce ideas, there is much profitable study. When a distinguished American professor of somewhat liberal tendencies expresses admiration for the comprehensive social plan of Russia, he is not logically bound to approve the tactic of propaganda in education. But if he does, one is led to wonder whether he hasn't always favored teaching children "what they ought to know," or whether he is merely permitting his enthusiasm to boil over. Nevertheless, it is as exciting to watch such manifestations of interest as it is to have the feeling that goes with the experience.

The main thing, however, is to realize that the era of thinking toward reconstruction is getting ready to show itself. Soon we may be talking in terms that imply tearing down as a preparation to building more adequately and more beautifully. Well, we ought to be getting ready to lend a hand.

Democracy in Education

American Federation of Teachers

Organized April 15, 1916

Affiliated with the American Federation of Labor

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Book Week

Whoever chose the subject for Book Week this year might have had an advanced copy of the October AMERICAN TEACHER and been inspired to play up to it! Laura Puffer Morgan, Selma Borchardt, Senator Borah and the Right Honorable Arthur Henderson all put it up to the teachers last month. 'Through the youth of all lands must come international-mindedness. Upon the shoulders of the teachers rests the burden of responsibility.'

We have heard it before, too, and sometimes those shoulders move a bit uneasily under the load. Particularly this year does the responsibility seem heavy, and we welcome the proffered aid of a Book Week with such an alluring title as Round the World in Books.

From November 15th to 21st the boys and girls of America are going to have invitations to roam in many lands and pick up acquaintance with other boys and girls who may live afar but who will be found to make very good chums. Through the gateway of books (and there are so many splendid ones) you will be able to send your little Americans into a world made really quite small by science and our interdependent economic system. It isn't too much to promise that they will come back with a broader citizenship and a more sound patriotism. *Bon Voyage.*

The Convention

Miss Barker in her president's address stressed the important place which the annual convention plays in the work of the American Federation of Teachers. All who grasp the significance of our movement recognize, as Miss Barker says, that our most important work is the social education of teachers. The convention is our chief means of unifying our work, of developing and formulating our policies and of sending out to our locals through their delegates a knowledge of principles and methods of work.

Miss Barker deplores that all locals have not considered that they were able to send delegates to the conventions and thus the organization has lost what it should have had, a hundred per cent contribution of experience and wisdom, and the locals have lost the broader view which is one of the main

objectives in forming a national organization. Miss Hardy in the *Union Teacher* (New York Local 5) describes our conventions thus:

"The conventions of the American Federation of Teachers have always been working conventions. Every delegate is a member of a committee. Here new delegates are tried out and both they and the spirit of their locals can be studied by the more experienced members. There results an increased understanding of our variety in background and expression, with a consequent solidarity of spirit. To the committees are referred the resolutions presented by the locals; these are considered, amended, sometimes quite rewritten. In addition, a committee may bring in additional matter to formulate a program and each point is presented to the convention, which often debates closely and makes further amendment or reverses the judgment of the committee. There is nothing resembling a steam-roller in the proceedings."

From every standpoint it is regrettable in the extreme that this convention experience should not be more widely the privilege of our members. From the earliest fall meetings the question of how to make it more general should be before our locals. Few locals are so situated but what an official delegate could be sent if plans were started early, and many more teachers could make the convention a part of their summer.

The Proceedings of the Fifteenth Convention will be ready for distribution early in November and should be owned and studied by all our members. In this locals will find suggestions for their own work, information of conditions in other communities and experiences of other locals. Carefully considered reports of committees who worked all year on problems which many locals face will be invaluable if they become generally a part of the equipment of our membership. Addresses too fine and inspiring to stop with those who could hear will add immeasurably to our individual and collective strength. Unity of purpose and breadth of view will increase the effective strength of our organization. The convention is the voice of the American Federation of Teachers. Its record should be in the hands of each member.

Education for Democracy

No School Over Two Thousand

Scarcely has a convention passed in years in which some city local has not voiced the rebellion of its harassed members against the noise, strain and inefficiency of the oversized schools. Resolutions have been presented and debated and passed. Some have said, why two thousand? Others have said, very nice, but too costly.

It is recognized, of course, that there is no magic in the number two thousand, but it is the symbol of the small school—the school large enough to offer all facilities of a rich program and adequate equipment, but small enough to avoid the factory atmosphere.

Chicago being one of the cities where the school population constantly presses the school building program, the tendency to larger and larger school units has been considered justified. It has seemed quicker and cheaper to build one large school than several small ones. Besides, the big school satisfies something that seems to be in Americans some way, a temperamental love of the superlative perhaps.

Chicago teachers, however, have realized the evils of this scheme of housing, and the Chicago locals have protested in season and out, at every plan for a huge new plant and at every addition to an existing school. Before school authorities, before clubs and groups of citizens of every nature, wherever they could get an audience, they have explained that the reputed economics were insignificant and that the loss in educational efficiency was incalculable.

They have had the satisfaction in the last year or two of discovering that their efforts were winning some measure of success. Wiser plans were being recommended, and a growing public sentiment was finding expression.

A recent editorial in a paper of large circulation is so clear an expression of the contention of the teachers that we quote it for its argument as well as in evidence of the success teachers may win through persistent effort.

Work on the new Lane Technical High School has been virtually suspended because there is no money in the treasury to pay the contractors. Perhaps, then, it is

not too late to change the plans. The school has been advertised as the largest in the world. That distinction may cause the bosoms of child-minded members of the school board to swell with pride, but to any one who has the welfare of the pupils at heart such a school can only be regarded as a capital mistake.

The ideal school is the small school. When a school becomes so large that the head of it does not know all his pupils intimately the school is too big. When the school is so large that the principal has difficulty in knowing even his teachers intimately, that school is certain to be an inferior educational institution. It may represent a large outlay of the taxpayers' money and it may contain all the frills in the way of dancing studios and swimming pools that the inventive mind of the architect can put in it and still it will be second rate or worse.

Probably the board of education lacks the money to build enough schools of ideal size, but there is no justification whatever for going to the opposite extreme and building such educational monstrosities as "the biggest school in the world." In authorizing the new Lane school the board has placed itself on an intellectual level with marathon dancers, flagpole sitters and pie-eating champions. They also go in for records.

—Chicago Tribune.

Canadian Teacher Makes Good in Parliament

Agnes McPhail is the only woman in the Canadian Parliament. She is a teacher. In the recent debate over the Beauharnois power "grab" she was the voice of the decent citizens of Canada raised in a protest that too few of her colleagues dared make.

Canada now is having her revelation of the plundering of the nation by the unholy alliance of money and public officials. With Miss McPhail's splendid protest against this plundering of her people we must all thrill in sympathy. As teachers also we must appreciate her candid statement of a predicament in which many teachers have found themselves at various times and in sundry places in these United States.

Too many teachers on both sides of the international border know the quandary in which the teacher finds herself when public officials cease to be examples which can be used in the class room even to explain the machinery of government, because even the mention of the names of the pres-

ent incumbents of certain offices must make loyalty and respect for government difficult sentiments to inculcate.

During the power debate in the House Miss McPhail swept aside the hair-splitting technicalities with which corrupt politicians were seeking to protect themselves, and gave expression to the indignation that all who understand must feel.

"I confess my lack of legal training," declared Miss McPhail, "but one does not need to be a lawyer to recognize dishonesty and to know how to deal with it."

"If a hungry person takes a loaf of bread or a bag of potatoes, he is sent to jail. Why should not people who have taken millions of wealth that certainly did not belong to them also be sent to jail?"

"Are we to do nothing about it? Are people of that type to be honored rather than condemned?"

"We are passing through very difficult and very hard times. There is nothing quite so nauseating to the people of Canada, nothing that arouses a rebellious spirit so strongly, as the fact that when they are striving to remain honest and hard-working they see a bunch of rogues making off with wealth that really belongs to the nation."

"We are told that these valuable rights are to be turned over to three bankers, but I think we should know who the bankers are before we agree to a proposition of that kind."

"Unless something definite is done to curb these so-called financiers and the Senators who got some of their money through what appears to be their supposed political values, then as a former teacher and as a woman I ask: 'What are we going to teach the children of Canada?'"

"What is the use of saying to the boys and girls, 'We must have high ideals, we must be honest and hard-working, we must respect our institutions, we must look up to our public men and have confidence in them,' if such men are to be allowed to remain in the Parliament of Canada and be permitted to retain the lawless gains they have accumulated?"

Books as Passports to Peace

Evaline Harrington

IN the dining car of the Pullman a small boy of eight riveted the gaze of fellow-diners by lifting his plate and peering under it, thereby creating a perilous angle for vegetable soup. His lips spelled out the words, "Made in England," which he announced to his mother with satisfaction. He had found what he sought, the name of a foreign country. His mother stopped his further turnings-over and explained in an undertone to her table companions, "He wants to know where everything comes from. The first of this school year the teacher told all the children to bring from home articles made outside of America and now he turns everything he sees upside down."

"I know where everything on this table comes from," sped on the young advocate of interdependence. "The tablecloth's from Ireland, the coffee's from Brazil, the pepper's from Africa, the pineapple's from Hawaii." "Yes, yes, but eat your soup now," put in the mother. "And I know where clothes come from, too; your fur's from Russia, silk's from China"—another flood of geographical names deluged us before the mother could stop the flow of imports from the mouth of this well-taught boy who realized in his childish way that foreign trade was a magic carpet bringing treasures to his front door. "He's crazy about foreign countries and stories about the children there and wanted all his Christmas books of that kind. The one he has now, *The Twins Go Airplaning Round the World*, is just about worn

out," she concluded as they left. The boy hugged his book to him, his passport to peace. He is peacebound, because he is beginning to sense, through books and wise teaching, that he is a citizen of the world. So are we all—citizens of the world, real cosmopolites, but few of us know it and some of us

space, and this great wide world has shrunk in the last fifty years from the size of a football to that of a walnut. It will continue to shrink and we can't stop it. We must adapt ourselves to our new life, for adaptation is the law of survival. We can't isolate ourselves, there's no place to go. The

automobile, the airplane, the telephone, the talkies, the radio, and television, like the goblins, will get us, even if we do watch out.

On the whole, we glory in our cherished international bonds with all peoples, but if we are to live peaceably with them we must cultivate the ways in which we are alike and overlook, or better still, enjoy the ways in which we are unlike.

The finest and loveliest of our arts are international—painting, poetry, music. Since literature is international and the writings of all races are common treasures, books are the most natural passports to peace. With them we enter into the lives and hearts of a people and find that their yearnings are strangely like our own. Through reading we come to understanding. We never really like people whom we do not understand. The common ties which bind us to other

racess are recognized even by children. They are grounded in home life, in family affection, in folklore, in school life, in games and amusements. The children of all races and ages have spun tops, have played ball and blind man's buff. By reading of these common ties, boys and girls come to understand the life of their neighbor



Courtesy "Through the Gateway."

The Earth is Everychild's Home. No matter where his home is, the whole earth, with its blue oceans and green fields, is Everychild's treasure chest and workshop and playroom.

do not want to know it, because it brings responsibilities, tolerating and even loving our neighbors being the heaviest.

For all peoples from the near East, near West, near South, near North are our near-dwellers, our neighbors. Science through inventions is fast annihilating the limitations of time and

children in the lands now called far away.

Children cannot grasp the abstractions connected with peace pacts and world courts, but they can get through books this one underlying fundamental fact for peaceful living. They are not the only people in the world. The welfare of other races must be considered.

According to the tales of explorers, isolated tribes often think they are the only people on earth, and many politicians and statesmen act as if they believed it true of their own nationalities. Americans are accused of holding this insular idea, but shall we pass it on to the next generation of this changing world? Children are born internationalists, but we try to make them 100 per cent Americans by instilling a false and cocky sense of patriotism, a state of mind which breeds discord and war.

Through travel and through books children are led to see the fine traits of other peoples, the thrift of the Dutch, the stick-to-it-iveness of the English, the courtesy of the Oriental peoples. All these differences add to the common worth of the human race. A child taught respect and appreciation of racial qualities is not likely to call foreign-born children by insulting names and to hate them when he is a man.

That thoughtful persons believe in books as passports to peace is proved by the large yearly output of juvenile literature dealing with folklore, travel, and child life in foreign lands. This wealth of informing and recreational reading for children is no literary accident. Educational organizations are behind a recognized movement to bring about an understanding of so-called foreign peoples through books of this character. By furnishing such passports, they hope to speed on world peace. The World Federation of Education Associations, the National Council for the Prevention of War (Washington, D. C.), the National Child Welfare Association, the League of Nations Association (New York), and the American Library Association (Chicago) encourage, and sometimes sponsor, the publication of this type of story. Similar organizations abroad are engaged in fostering good will through books. Mrs. Dwight Morrow, the wife of the former Ambassador to Mexico, might have written a book for adults on Mexican customs, but instead she wrote a child's book, *The Painted Pig*, centering around the Mexican toy markets and home life. This was a diplomatic service, for in the minds of little children must be

planted the seeds of friendship and oneness with other peoples if we wish to reap a harvest of national understanding. Incidentally, an adult must read to the child, so two persons are reached.

Through the Gateway, by Florence Brewer Boeckel, a book of stories, poems and pageants, seeks to show children that people living in all parts of the world can help each other if they work together in friendly fashion. *Across Borderlines* by the same author stresses the spirit of the worldwide movement for peace and suggests programs for Good Will Day, May 18 of each year.

If *The Wonderful Adventures of Nils* is a child's passport to Sweden, *Shen of the Sea*, a key to a boy's life in China, and *Hari, the Jungle Lad*, a little window in India, then the child or adult will not feel strange when he flies or "rockets" to these countries, both possible procedures. If he never goes beyond his dooryard (almost an impossibility now), at least he has cultivated a little international corner in his mind, and that is a start for a garden of good will.

"It seems as if I had been here before," said a co-ed tourist in Switzerland. She had—in a sense, for with Spyri's Heidi she had tramped the Swiss Alps and lived in a Swiss chalet.

Many favorite fictional characters of American childhood have through translation found harbor in countries all over the world, and we know that *Little Women*, *Tom Sawyer*, and *Rebecca of Sunnybrook Farm* would be at home in any country and find there an understanding welcome.

As children advance in years and approach their teens, they find that the list of imports noted by the eight-year-old diner has grown unbelievably long. In Kirby's little book *Aunt Martha's Corner Cupboard*, even the familiar "homey" articles on the shelves speak for the far places of the globe. *We and the World* by William Redfield, author of *Dependent America*, will lead children to realize that they cannot make the simplest gesture without touching hands across seas and deserts. With Kipling, youth senses the fact that "Earth's a market place and none may thrive without his fellow's grace."

Boys and girls of fourteen, if rightly taught, by this time know that the peace of this interdependent world depends upon friendly relations, for no one nation or country has within its boundaries all the substances needed for the luxuries and inventions which civilization demands, nor for carrying on war.

Children of this age may be too young to investigate the functions of the League of Nations, but they can understand Winifred Hulbert's book, *Cease Firing*. Each story is based upon some phase of the League's work and shows how various international problems affect the lives of boys and girls everywhere.

Hands Round the World by Wallace presents heroes of all nations and creeds. With these courageous souls youth is proud to claim brotherhood and the "will to brotherliness will do what war has not done and will never do." Many are the books on heroes of peace and of science, stories about men and women of all races whose services of devotion, of invention, and discovery have bound the generations of the world together with strong cables which should make for friendship, happiness, security, and mutual trust.

Juvenile literature finds its last field in books for the "teen" age and takes the boys and girls through the high school. Now they are old enough to realize the common bonds of knowledge shared by all world dwellers and to appreciate what is meant by the human family and the stream of history. Far stronger are the bonds of knowledge than the ties of trade and commerce. The results of learning and study are international possessions; the present generation enters into that rich racial heritage with no thought of inquiring into the nationality of the donors.

Now, these coming men and women have reached the age for some solid meat about war and the necessary need for world peace through sympathetic understanding, cooperation, and friendship. It is touching that the Quakers in their opposition to war called themselves "Friends." This generation of boys and girls must make the start toward a warless world, for already those with ear to the ground hear the marching feet of Europe's soldiers. Let youth be informed about the facts of war by reading from Stanton A. Coblentz's *Marching Men*, Stanley High's *The Revolt of Youth*, and Baroness Bertha von Suttner's *Lay Down Your Arms*.

To be war-minded, young people must cling to the old tradition and believe with Vergil that it is a sweet and glorious thing to die for one's country. To be peace-minded, they must want to live for their country; not see themselves as sheep led to the slaughter, as pawns of fate, as victims of an outworn system, but as contributors to their day and generation.

(Turn to Page 30)

Abeunt Studia In Mores

Alice R. Wood

WE KNOW that life, all experience, is developing character, that it is a continuous process, carried on by all procedures and all activities. Willy-nilly, we are in our schools developing some kind of characteristics in every child, every day, in every way.

The scope of this paper will confine our study to the means offered, and the methods consciously employed for character building through the study of literature with adolescents in the second, third, and fourth year of high school. I stress adolescents for our encouragement, for we may well remember the kaleidoscopic changes in adolescents, and learn not to take too seriously what may seem like dangerous preoccupations or reprehensible laziness, since in a few months the unhappy symptoms have disappeared if we were wise enough to ignore them.

I shall consider the study of literature through reading and interpretation, and through class discussion.

The broad principle to be followed in the study of literature should, I think, always be to place emphasis on the concrete and the personal, rather than to stress abstract virtues. We should also minimize exhortation and advice. We are all led by our admirations, and youth even more than we, hates to be scolded. A senior boy wrote on a paper on George Eliot, "She moralizes—how I hate it!"

We shall find, perhaps to our surprise, that this generation is different from ours in its admirations, and that it may be tactful to soft-pedal a little some of the old-fashioned virtues, and stress the ones a little more appealing to this age. I learn that no girl feels it is a compliment today to be called "sweet"! Courageous, efficient, intelligent, fair-minded, but *not* sweet. Let it go—she will still accept "sympathetic."

These same admirations can be used to form standards of taste in literature, as well as in conduct, and a beginning may be made for the wise filling of leisure time.

A writer in *Harper's* set forth the thesis that aesthetic criteria may come

to take the place of *moral*—since the moral have so largely been set aside. Often I think an appeal can be made to the intelligence, showing the lack of wisdom, the *silliness*, the *folly* of certain modes of conduct.

Beside the direct and expressed "admirations" for as nearly as possible what is truly admirable, I am a great believer in the less tangible but very real spiritual value of beauty. We all know that a beautiful poem or picture or deed may lift us as nothing else could, above our usual selves, and that all would be ruined by added words. A vast amount of our character-training should be to let the great poet plant the seed and ourselves religiously refrain from digging it up to see if it is growing. There is a great deal besides sex that can be talked about too much with adolescents.

In the class discussion of literature, however, much may be done. In the procedure of the discussion there is a fine field for the stressing of sincerity and tolerance on the part of all. Sincerity will not be attained in the pupil without broad tolerance on the part of the teacher. Tolerance toward widely divergent opinions among pupils themselves is, alas, still a goal to be worked for.

Among younger pupils the admirable traits of Odysseus and Ivanhoe—fortitude, courage, chivalry—are brought out. By the third year *Public Duty of Educated Men* affords a splendid opportunity for the ideal of *noblesse oblige*, of the value of independent thought and action, of duties in a group which may be applied to their own class committees, the drudgery of daily activities for a group, etc. Discussions can be made concrete and practical without being made too personal. Adolescents should not be urged to too much introspection or self-analysis.

Fourth year students, who mature very rapidly between third and fourth years, usually have begun to formulate some kind of philosophy of life. They are full of questions about life. Literature can be presented to them as the answers of a great many men to these questions. Poetry is a criticism of life.

Art is life seen through a temperament. They can understand this—at least many can. The problem is, of course, to relate the literature to their own lives. I have prefaced a study of *Tintern Abbey* with three questions: (1) What are some of the things people do when everything seems wrong—when they are blue? (2) What do *you* do? (3) What does Wordsworth tell Dorothy to use as her shield and solace?

I get most interesting replies to No. 2—and we discuss some of them, without names, of course.

Current industrial problems that involve character come out beautifully in the *Mediaeval and the Modern Workman*. We get the problem set and then the class is told, "You have been left a factory by will, with the provision that you are not to sell it. How will you solve the problem, avoid making men into machines?" Modern magazine articles, particularly Stuart Chase's, are given on the same line.

In discussion of novels, *Romola*, with Tito's slow degeneration, *Vanity Fair*, with a Victorian "gold-digger," are very fruitful.

Burke's ideas and ideals of government; Macbeth, with the chain of consequences of a choice; Macaulay's *Johnson*, with his pronouncement of Johnson as "a great and a good man," used for class analysis of what constitutes a great man, and a good man, and the measurement of Johnson by those standards—all these texts afford fine opportunity for the expression and analysis of character-ideals by the class.

Discussion of situations and questions as they come up are of infinitely greater value, I think, than hypothetical questions. Spontaneity, sincerity, tolerance, with application of principles to our own lives, render such discussions alive and valuable.

But after all, character is a plant of slow growth. If we throw open the storehouse of English literature, and live with our students in an atmosphere of sincerity and sympathy, we shall have done what we could. The harvest may come twenty years later, and no man know who planted the seed.

Some Tendencies in Educational Magazines

Possible Escapes From Planlessness

Nell Peterson

I AM SKEPTICAL of any high utility of even the most simple and vivid description of *Now* which does not go a little deeper into the causes of chaos and a little farther in suggesting possible escapes from it."

So said Norman Thomas, in reviewing Morris L. Ernst's picture of our planless American economy. It appears that many teachers share Mr. Thomas' mood, for several valuable articles in the September magazines discuss plans that may lead educators nearer to the "substitution of research, foresight, and control for ignorance, guess, and particularistic chaos."

Norman Fenton, of the California Bureau of Juvenile Research, issues a suggestion for the next step in dealing with problem children. For a long time, he says, wise teachers have known that no single expert—physician, pastor, sociologist, or psychiatrist—no matter how wise or well trained, can handle the case of a seriously maladjusted child. Yet these same teachers will trustfully put the problem child into the care of a group of experts banded into a clinic. There the child will be studied in his relation to his home, his school, and his neighborhood, as well as in the "mysterious recesses of his own heart." Later the clinic will endeavor to carry out a jointly planned program of treatment.

Of course such treatment is much better than that usually available for children. Mr. Fenton, however, has discovered that sometimes even those children who have received the best assistance possible in the best equipped clinics do not find adjustment. Some other agency is needed.

"This seems to be the community as a whole, so organized in its program of child guidance that it can supplement the clinic and insure the carrying out of the clinical program and recommendations." The rank and file of citizens in a democracy can not evade responsibility by building expensive institutions; they must collaborate with the conscientious paid officials until they discover the causes of juvenile delinquency and maladjustment and at-

tack them at their sources in the home and in the neighborhood.

Community Planning and the Problem Child, by Dr. Norman Fenlon, in *School and Society*, Sept. 19, 1931.

Among the September magazines the one that seemed richest in suggestions for solving the "special problems that confront us as parents, or teachers or as members of the community in which Young America is growing up" was *Survey Graphic*. It contained one article that may be an illustration of the kind of cooperation Dr. Fenton is asking for: Adelaide Nichols' account of the community experiment in character education now being carried on in Norwalk, Connecticut. Here for about three years the Bureau of Character Education Research of the Connecticut State Board, under the supervision of the Yale School of Education, has been working together with the people of Norwalk. Naturally the teachers have helped. Ninety-five per cent of them voluntarily enrolled in courses in the technique of using school work as a means of building character, and paid for the courses. The Bureau also carried on educational work among other members of the community so that the activities undertaken by the teachers would be understood by parents and by other agencies that touched the children at various points.

In the classes the teachers themselves mapped out plans for each school department, plans that called for informal and indirect methods of giving, in everyday work, experiences that would lead to desirable character development by the force of repeated activities. For the past two years these plans have been tried out by the teachers who initiated them.

Miss Nichols concludes: "Here is an experiment which is alive and growing in the hands of men and women whose abilities and training may be diverse but who have caught with amazing unanimity an idea that has real vitality. . . .

"To those who have done educational work in smaller and more homogeneous groups under the leadership of inspired schoolmasters, most of these

things sound reminiscent rather than revolutionary. If it is surprising to find a ring of adventure in the Norwalk project it only underscores the lack that our larger school machines too often display. And in the effort to fill this lack, the interplay of a State Department of Education with a university group offers a new and promising approach to the problem of character building as the real end of education, to the modern problem of bringing to bear on it our best scientific training and research."

Connecticut Bends the Twig, by Adelaide Nichols in *Survey Graphic*, Sept., 1931.

In Norwalk teachers have reported that the comprehension of the children's social background has given a new meaning to the teaching of the three R's and the college preparatory work. In Wisconsin and in Chicago other teachers have been concerned with the effect of personality development upon school work. A profoundly interesting question is now being tested in the Montefiore Special School, Chicago:

"Does the development of the complete personality of the mentally defective child by means of correct group activities increase the mental activity of the child as well as producing a more adaptable citizen?"

This question was suggested to the Chicago teachers by an experiment in socializing the defective child conducted in the public schools of Fond du Lac, Wisconsin. There the deliberate introduction of new material containing socializing influences, and the provision of appropriate group activities brought about a better adjustment of the personality of the pupils. Also a careful check of academic progress by means of standardized tests showed increased facility in academic skills and increased mental activity.

While the Chicago experiment, which has been carried on for one year, is too new to warrant conclusions, Miss Beaman has noted that so far increased social poise has given a corresponding increase in mental activity.

Social Training of the Defective Child, by Florence N. Beaman, in *The American Journal of Sociology*, Sept., 1931.



There is no frigate like a book to bear us lands away.—EMILY DICKSON

Seeing the World as a Whole

Books for Children

I. ALL AROUND THE WORLD

Applegarth, *At the Foot of the Rainbow*. Richard R. Smith, N. Y., \$1.50. *Stories of the red, yellow, black, brown and white races.*

*Entwhistle, *The Books of Other Babies*. Missionary Education Movement, N. Y., 40c each.

Entwhistle, *Children of Other Lands*. Oxford University Press, N. Y., 85c. *Stories of the Orient and Asia.*

*Hall, *Children at Play in Many Lands*. Missionary Education Movement, N. Y., 75c. *Games of Asia and the Orient.*

Hulbert, *West Indian Treasures*. Friendship Press, N. Y., cloth \$1.00, paper 75c. *Adventures in the West Indies.*

Neumann, *Timothy Travels*. Coward McCann, N. Y., \$2.50. *A boy discovers how much alike people are all around the world.*

*The Nursery Series: *Ah Fu* (China), *Kembo* (Africa), *The Three Camels* (India), *Esa* (Nazareth), *Mitsu* (Japan). Friendship Press, N. Y., 50c each.

Scantlebury, *Little World Children*. Ginn & Co., N. Y., 72c. *The home life of children everywhere.*

Stuart, *The Young Folks' Book of Other Lands*. Little, Brown, Boston, \$2. China, Japan, India, Egypt, Palestine, Greece, Turkey, Great Britain, France, Italy, Spain, Switzerland, Holland, Belgium, Scandinavia.

*Thomas, *George Washington Lincoln Goes Around the World*. Thomas Nelson, N. Y., \$1.50. *A boy travels around the world and can find no boundary lines between countries.*

*Warner, *The World in a Barn*. Friendship Press, N. Y., \$1.25. *Toy villages built by children in a barn—Japanese, Chinese, Philippine, Alaskan, and Eskimo.*

Yonge, *Little Lucy's Wonderful Globe*. Harper, N. Y., \$1.00. *A child's dreams of many countries reveal the importance of having friends everywhere.*

II. HOW MEN OF ALL AGES AND ALL NATIONS HAVE CREATED THE WORLD OF TODAY

Bridges, *Young Folks' History of Invention*. Little, Brown, Boston, \$2. *How men of all ages have contributed to the great inventions and to the civilization of today. The same idea is brought out in the following books:*

* Books starred are for little children.

*Dobias, *The Picture Book of Flying*. Macmillan, N. Y., \$2.

Eaton, *The Story of Light*. Harper, N. Y., \$1.25.

Eaton, *The Story of Transportation*. Harper, N. Y., \$1.25.

Grain Through the Ages, Quaker Oats Co., 80 East Jackson St., Chicago, Ill. Free.

Grimmage, *The Picture Book of Ships*. Macmillan, N. Y., \$2.

*Hadu, *The Picture Book of Travel*, Macmillan, N. Y., \$2.

Watson, *Story of Bread*. Harper, N. Y., \$1.25.

Coffman, *The Child's Story of the Human Race*. Dodd, Mead, N. Y., \$3.50. *Story of man's life on earth told as one story.*

Colson, *Friends of Ours*. Missionary Education Movement, 150 5th Ave., N. Y., 75c. *Stories of different peoples at work.*

Hodgdon, *The Enchanted Past*. Ginn, Boston, 80c. *How much today owes yesterday.*

Kirby, *Aunt Martha's Corner Cupboard*. Albert Whitman & Co., N. Y., \$1.00. *The contents of our cupboards come from all parts of the world.*

Kummer, *First Days of Man*. Doran, N. Y., \$2. *Beginnings of civilization, suggesting the unity of mankind.*

Redfield, *We and the World*. Silver, Burdett, N. Y., 84c. *Every day we need and use things that come from all parts of the world.*

III. THE QUEST FOR PEACE AND ITS HEROES

Alden, *The Boy Who Found The King*. Bobbs, Merrill, Indianapolis, \$1.75.

Applegarth, *Never Again*. M. H. Lewis, agent, North Cambridge, Mass., \$1. *Protests against war.*

*Boeckel, *Through the Gateway*. Macmillan, N. Y., 75c. *Stories, poems, plays and pageants promoting goodwill.*

*Committee of Friends, *Children's Story Garden*. Lippincott, Philadelphia, \$1.50. *Stories which show the power of friendliness.*

Crew, *Saturday's Children*. Little, Brown, Boston, \$2.00. *Children of Europe find other adventures than war.*

Gould, *Heroes of Peace*. Harper, N. Y., 90c. *Lives of men who have worked for world peace.*

Griscom, *Peace Crusaders*. Lippincott, Philadelphia, \$1.50. *Recitations, stories, poems, essays.*

Hulbert, *Cease Firing*. Macmillan, N. Y., \$1.50. *Dramatic stories about what the League of Nations has done for the people of many countries.*

*Ross, *Paths of Peace*. Oxford University Press, London, \$1.05. *Stories of the quiet "growing-up" of the world.*

Schwartz, *From Then Till Now*. World Book Co., Yonkers, N. Y., \$1.20. *Stories of the growth of friendliness.*

Wade, *The Boy Who Dared*. Appleton, N. Y., \$1.25. *The adventurous life of William Penn.*

The World and Man

A Bibliography for the Teens

I. TIMES HAVE CHANGED

Fosdick, *The Old Savage in the New Civilization*. Doubleday, Doran, N. Y., 1928, \$2.50. *A series of addresses proposing the question: "What use are we going to make of our new machinery?"*

Rugg, *Changing Civilization in the Modern World*. Ginn, Boston, 1930, \$1.96. *A help in understanding modern civilization.*

II. PROGRESS THROUGH THE CENTURIES—COOPERATION FROM GENERATION TO GENERATION

Bridges, *The Young Folks' Book of Inventions*. Little, Brown, Boston, 1924, \$2.00. *History of inventions from primitive to modern times.*

Buchan, *Last Secrets*. Houghton, N. Y., 1924, \$2.50. *Final mysteries in exploration.*

Happold, *The Adventure of Man*. Harcourt, Brace, N. Y., 1926, \$2.00. *A brief history of the world told as a story with man the hero.*

Holland, *Historic Inventions*. Macrae, Smith, N. Y., 1922, \$2.00. *Sections on the Wrights and the airship. Stephenson and the locomotive, Davy and the safety lamp.*

Lansing, *Great Moments in Exploration*. Doubleday, Doran, 1928, N. Y., \$2.50.

Marshall, *The Story of Human Progress*. Macmillan, N. Y., 1928, \$1.48. *View of the main forces involved in living together.*

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(Turn to Page 31)

Credit Unions to the Rescue

H. S. Bechtolt

CONFIDENCE! That is not the easiest mental attitude to assume in these days of failure of salaries, failure of investments, and failure of banks. Especially in Chicago is this a triumph of faith and intelligence over mass psychology.

When a member of Local 2 came into the Union offices recently and offered fifty dollars for investment in the Union Teachers Credit Union it almost stopped the works! Entire absence of salaries since April, defaulting of investments and bank failures have made that much real money a rare sight at Union headquarters.

But this was more than a gesture. It was an act of faith based on a knowledge of sound facts and intelligent interpretation of these facts.

Listen to these statistics which the summer has yielded! During the decade ending at the close of 1930 there were in the United States 7000 bank failures involving deposits aggregating two and a quarter billions! The year 1930 saw over 1300 bank failures, while in the first six months of 1931 there were more than 600! That is not a picture calculated to inspire public confidence in our present banking system! During the same decade the bank failures in Great Britain were relatively negligible, although that land was much harder hit industrially and economically.

Recall that during the two decades during which credit unions have been operating in the United States failures are almost unknown! Is there any other conclusion to be gathered from this contrast except that the future lies in the field of cooperative banking and credit?

One bright spot on the Chicago horizon this vacation has been the favorable action taken by the state auditor of public accounts in reply to the application for change of charter which will allow any Chicago union teacher to join the Union Teachers Credit Union.

of the last convention appear, credit unions will be seen to have occupied a place on the agenda which their importance warrants.

As a help to those who are not yet fully instructed as to its operations, we venture to quote from the report of a highly successful railway credit union which we received recently:

"The ——— Credit Union is typical of the many hundreds of credit unions throughout this country; all operate on the same broad plan. Its progress is due to the fine cooperation of the membership, without which no credit union can function.

"An important fact to remember is that all credit unions operate under State laws and supervision; further, that an annual audit is made by an examiner from the State Auditor's office.

"What is a credit union for? To wipe out the loan sharks and promote the savings habit.

"Oftentimes the question is asked, 'Suppose I invest some money in the credit union, can I withdraw the same?' To date more than \$14,000 have been withdrawn from this credit union.

"What rate of interest would I receive on money so invested? In the year 1927, 6 per cent was paid and 7 per cent compounded semi-annually each year since. However, no certain rate can be guaranteed.

"To whom is this money loaned and for what purposes? To members only, and since its inception this credit union has loaned \$135,000 for reasons as shown:

\$26,000 to pay off loan sharks, etc.
\$25,000 indebtedness to doctors, hospitals, nurses, dentists, etc.

(Turn to Page 29)



Courtesy The Chicago Tribune.

That will give probably four times the number of potential members. As soon as paydays return to Chicago teachers the development of this promising credit enterprise may be confidently expected; and this in time will mean protection for its members from much of the distress in which this period of salary loss has found them.

It is the purpose of the American Federation of Teachers to continue emphasis upon the establishment of credit unions. When the proceedings

In July We Marched

Next Chapter in Chicago's Story

Helen Taggart

LEST some may have missed the first chapter (and the movies), we repeat that the American Federation of Teachers in convention assembled formally adjourned its session and marched to express its support of the claim of the Chicago teachers to be heard by the Revenue Commission of the Governor of Illinois.

On September 22nd they were heard. Throughout the summer the Teacher Unions have watched every move of Board and Commission, protesting against crippling economies and injustices to the teachers and to the schools.

The teachers and the public were led to believe that the teachers' only hope for relief from payless paydays must emerge from the action of the Governor's Commission. The Board of Education gave out the impression, moreover, that economies which they were proposing were a necessity as the Commission would consider no relief until sizable savings in school expenditures had been effected.

When the situation became acute the Union Teachers turned for advice to Victor Olander, Secretary of the Illinois Federation of Labor and a member of the Governor's Commission. As in other times of need, he proved a wise friend. He told the teachers that the Governor's Commission had taken no action which called for the economies which the board was proposing. He believed that no amount of saving would solve the difficulties, and that the real solution lay in finding revenue sources other than real estate.

Shortly preceding the date set for the hearing of the teachers before the Governor's Commission the Board of Education had presented its plan to the Commission. The first step in the Board's plan was to issue \$75,000,000 in bonds, to be added to the working cash fund for the education fund. With the proceeds of these bonds the Board would purchase 1931 and 1932 tax anticipation warrants. This is an

expansion of the idea used in the emergency legislation passed in the spring of 1930 when the working cash fund was created. Under this proposed plan, however, the revolving fund would be larger than is necessary to purchase these tax anticipation warrants except in this emergency. The original purpose of this working cash fund was to meet demands for cash during the interim between the assessing and the collection of taxes. The Commission asked the Board of Education to work out a plan whereby the fund could be reduced after the passing of the emergency.

The second step in the plan was to issue short-time notes, which would be more marketable than tax anticipation warrants because of their having a due date. The consensus on this proposal was that the unmarketability of the tax anticipation warrants was due to the uncertainty of tax collections. With that rectified, the tax anticipation warrants would be just as good as the short-time notes.

The third step of the Board's plan had a strong appeal in that it offered a way of carrying out the whole plan without increasing taxes. It was to bond the building fund to the extent of \$50,000,000 and then transfer the major portion of the building fund to the educational fund. Favor for this scheme vanished, however, when it became apparent that the plan would leave the building fund without sufficient funds after the present emergency had been met, unless further bond issues were made which would extend indefinitely into the future.

On September 22nd, when the Teacher Unions were heard, they unanimously stressed the indisputable fact that Chicago's vital welfare depends on more and better educational opportunities for Chicago's children. Waste and extravagance were not primarily responsible for the present dilemma. The breakdown of an archaic taxing system, the poorly managed re-

assessment, and the attempt to provide an ever broadening type of education on money sufficient only for the simple and unlimited education of a generation ago, were the main factors in bringing about the present crisis. Economy will not solve the difficulty; only provision for adequate revenue will. The state distributive fund should be increased and sources of revenue other than real estate tax, such as income and luxury taxes, should be found for this purpose. Reorganization of the board of reviews and the board of assessors so as to make possible the fixing of responsibility and the stabilizing of tax assessing and collecting was advocated.

An amendment to Section 81 the general school law was suggested so that provisions which apply now to the rest of the state would apply to Chicago. This section provides that if there are no funds with which to pay teachers warrants bearing 6 per cent interest are issued the day salaries are due and they are a first lien on taxes collected.

The Unions emphasized the stabilizing effect of the schools in this time of depression and declared that at a time of unemployment like this when the increase over last year in the Junior and Senior high schools was 14,000, there should be no talk of curtailment.

The Commission heartily commended the teachers for their return to the classrooms in September in spite of the fact that they had not been paid since April. The members made a concerted effort to correct the impression that the Commission had any intentions of curtailing the educational department or of decreasing teachers' salaries. The statement was made that teachers' salaries ought to be increased.

The teachers of Chicago now await (rather grimly) the final deliberation of the Governor's Commission and the special session of the legislature.

Teaching by Letter

Edward A. Richards

SINCE correspondence teaching is used extensively in universities it is important to discuss some of the problems of the teacher who uses this method.

Some teachers are classroom teachers beyond everything else. In the classroom they are most alive; they find there the greatest excitement and satisfaction in their profession; they feel able to control and to lead a group. They like the activity, the interchange of question and answer, the public responsibility, the immediate clash of personalities. They are likely also to be able to present a subject interestingly without sacrificing emphasis on essentials. They have something of Socrates and something of Demosthenes, they are both searching and urgent. They will not be content with access to one mind; they would enter every mind within reach. They are the salt of the profession, but on beginning to teach by correspondence they might find some of their strength turn to weakness, in spite of the fact that many of the qualities that lie behind successful work in the classroom are required here as well. The work is so varied that one article cannot cover it; I hope only to set down what seem to be the considerations that affect the teacher's work most nearly.

What are the tools of the correspondence teacher? He has a syllabus, standard textbooks, and the personal letter. Sometimes the syllabus may be the text as well, but this is inadvisable for two main reasons. First, the home student, like any other, needs the advantage of more complete and varied presentation than any one book is likely to furnish. Secondly, a syllabus full of information and explanation prepared with the idea of giving a fairly exhaustive treatment of subject matter defeats its own end. The syllabus is primarily a work book and it is more personal than a textbook can or should be. The preparation of a syllabus for the home student is no casual job. The mere statement of required and optional work is not sufficient.

First of all a multitude of possible questions from the student must be anticipated. The main purpose of the

course, the best methods of grasping the material, the required method of presenting it for criticism—all these must be covered. Each lesson, furthermore, should be prefaced by a brief discussion showing the relation of the work to the rest of the course and indicating the special significance of it. Many of the general and specific statements will have to be repeated later in letters to the student, but it is vital that the instruction contained in the syllabus should answer as many unasked questions as possible and that it should be personal and informal in tone.

Furnishing standard texts to students is expensive but it is necessary, since the student may not be able to get them at his local store, or if he lives in a town without a store, as many do, the errors and delay incident to placing his own order may seriously retard the work or discourage the student altogether.

The personal letter of criticism is, however, the most useful and adaptable instrument in the course, and the remainder of this article will deal with the problems arising in the use of it.

The teacher must be able to forego the stimulus of a crowd. He is alone and if possible quiet. There is nothing obviously arousing about his surroundings. A manuscript, a lesson lies before him; materials for dictating or writing are at hand. A student ten or five hundred miles away has done some work and has sent it in for his eye. What should he say about it and how? Here we come to one of the first considerations for a correspondence—the record of his instruction is, as such things go, permanent. This means that many emotions that even good teachers give rein to must appear vestigially if at all. Petulance and sarcasm look silly on paper. Ego can show itself in the flavor of sharp criticism rather than in personal stories and references. Jokes and points that "score" in a class are on paper likely to be either cold or irrelevant. The teacher must not only know what he wants to say but he must consider how it will sound when his student possibly on the other side of the continent opens his letter and starts to read.

Without "babying" the student he must consider his temperament, age, and probable response to critical suggestions. Stinging, direct criticism that might succeed face to face may appear on papers to be nothing but bad temper. In short, the instructor must see that the spirit as well as the content of his letter will be understood. This does not mean that the teacher may shirk his responsibility and allow the student to think himself right when he is wrong. On the contrary, he must often be forceful, even severe. The confidence of the isolated student will, however, fail under unrelieved adverse criticism more quickly and for less real cause than that of the classroom student. Since all ages, occupations, and racial stocks may be represented in a group, the teacher must adapt his instruction to the personalities that become clearly marked for him through letters and actual lesson work. The fact that nearly all home students are over twenty and many over thirty naturally affects the teacher's good deal. For example, I should have no hesitation in telling a boy to his face that a silly question was not worthy of his years. But I should think twice before saying the same thing in writing to a man or woman of forty or fifty whom I had never met. Instead I should tell the simple answer; probably the next letter would contain an apology from the student for not having seen the answer in the first place. The crank, the bore, the misfit turns up here as he does in the class-room, but the students as a body possess with their maturity a tenacity, an eye for essentials, and a balance that keep the teacher on his mettle. Furthermore, they know how to express appreciation without embarrassment and disapproval with cogency and restraint. This articulateness is a real boon to the teacher, for a great check to the effectiveness of teaching adolescence and youth is the unvoiced or sub rosa dissatisfaction with the way in which he is taught. It is by no means easier to teach adults than young people by any method, but in correspondence the adult is likely to show the teacher where his effort most needs to be applied.

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The conditions under which a student works also must be known by the teacher whenever possible. A teacher's attitude toward a student is affected by his estimate of the spirit of the student. I recall one—a mature woman—who had to be severely taken to task for apparently inexcusable carelessness and inattention to the demands of the work. She then confessed that her day of furious work on details in a newspaper office caused her erratic behavior in the lessons she did at night. She promised better control and lived up to the promise. Another, a sister in a convent school, writes that her only time for study is the social hour in the common room for an hour or more in the morning. A business man sometimes misses general principles or neglects them because he is mainly interested in special problems. It is clear then that the age and the vocation of the student, together with the conditions under which he works, constantly affect the attitude and the performance of the teacher.

It follows, therefore, that the teacher is the last step in the proper placement of students. After the usual admissions procedure has functioned as well as it can it remains for the teacher to say whether the student who comes to him should proceed with the course. Educational placement is a subject none too well understood or practiced, but we are coming to realize the necessity of it for students of all ages. One good reason for taking special pains with it in correspondence work with adults is this: the world is as full of eager incompetence as it is of dull incompetence. The teacher, therefore, as well as other officers must discourage the presence in his group of a student who is willing but too weak. Such discouragement cannot always be accomplished without affronting the student, but it is mere honesty not to allow a student to think of himself more highly than he ought in a course requiring special skill. At the same time, room must be left for the possibility of improvement in the student as the course proceeds. A good teacher can generally tell within the first three lessons whether a student should be allowed to proceed, but sometimes the student appeals for a further trial and works effectively enough to vindicate his own judgment. The responsibility of the teacher, however, as of the admissions officer, remains constant.

The general importance of the correspondence teacher seems evident enough. Many times he represents the only person whom the student knows and trusts in relation to the subject.

We do not live in a society in which anyone can be sure that he will find in his next door neighbor a companion for his intellectual and vocational interest. Even if he is so fortunate time will not serve for progressive study and discussion of the subject in question. Any one who has tried to make the study of a language or of a public question a part of routine, even within a single family, will appreciate the difficulty encountered here. Again, even if opportunities for class meetings are present in a community it does not follow that a busy person can meet that class regularly. Although we are perhaps fortunate to live in an age of rapid transportation it follows that we spend an inordinate amount of time merely in being transported, and many are unable or unwilling to spend any extra hours at that doubtful pleasure. The correspondence teacher is, therefore, a convenience as well as an honest and conscientious guide, and although not every student studies philosophy and commercial sciences and history, this method of instruction is nevertheless a potential force working toward an intelligent society.

Sing a Song of Summer Schools

(Continued from Page 9)

But, what is the use? I know even as I write that each year the credit piling-up phase of American education is becoming more strongly entrenched. I know that each year new courses in educational measurements, vocational guidance, and methods of teaching will be added to the curricula of graduate schools of education, and the young teachers just starting out, and the old teachers who have labored long, if they want to be successful and get higher salaries and higher positions, will flock to take the courses in the summers. Who can blame them? Success is the watchword in America. However, from now on, I shall keep my promise to myself. No more Summer School for me! Next year as soon as school stops, I hope a kind Providence will let me set sail for Mexico City or the Bavarian Alps, or failing that, will, at least, let me spend a long, lazy summer at Sconset, idling and reading on the beach, or walking along the bluffs with the whole blue Atlantic spread out before me, while the wind which comes all the way from Spain blows the cobwebs out of my brain.

To create a personality one must have leisure.

Schools and School Life in Switzerland

(Continued From Page 13)

Careful attention is also paid to commercial training. Besides the commercial sections maintained by the intermediate schools, there are special commercial schools at Geneva, Lausanne and Neuchâtel. Commercial science in its highest stage is taught at the Academy of Commerce at St. Gall, and in the Department for Commercial Science of the University of Zurich.

The newest creations in the field of vocational training are the schools for traffic and administration, where employees are trained for railroad, post, telegraph and customs service. Special institutes covering this field are also found at St. Gall, Olten and Lucerne, and the technical schools of Bienne and Winterthur each maintains a railroad department.

There are also a number of music schools and conservatories of eminent rank.

In addition to the Federal Institute of Technology at Zurich there are seven cantonal universities, located at Basle, Berne, Fribourg, Geneva, Lausanne, Neuchâtel and Zurich.

As in America, control of the schools is local, each canton controlling its own schools, thus insuring that cantonal requirements receive adequate consideration. The variation in language in different parts of the country also provides change of thought and mentality so that Swiss schools, while all permeated with the spirit of modernity, offer the most attractive variety.

In the universities the students are taken to the highest level of modern progressive thought. Pure science is part of the university program. Dead languages are replaced by modern tongues, and more attention is paid to conversation than to mere literary and grammatical knowledge.

Switzerland has also excellent private boarding schools to which are sent children of many nationalities as well those of Swiss families. Among the most interesting of these are the "Alpine institutes" established in the mountain regions where frail children may enjoy the benefit of the invigorating Alpine climate throughout the year.

In Switzerland schools are often described as "the palaces of democracy." Whether it be in an obscure mountain village, or in one of the leading cities, the "temple of education" is just as conspicuous for its beauty as the "temple of worship" is inspiring in its noble architecture. Where the physical and intellectual welfare of the young generation is concerned, the Swiss people

do not shrink from sacrifices, and it frequently happens that a community whose general aspect totally lacks the stamp of prosperity prides itself on a school building and equipment which must necessarily have occasioned heavily increased taxes to the citizens.

Historical Setting of the American Federation of Teachers

(Continued From Page 6)

sistence and intelligence which not only improves the working conditions of teachers but thereby improves their morale and their professional spirit to the benefit of the schools as a whole.

Third, we have learned that we as teachers must and can take an intelligent interest in school finance. We know what is needed and can often show where money may be spent to the benefit of the community and waste eliminated. Behavior clinics will save many times their cost in court and prison expenses: well-paid teachers are a greater ornament to the community than elaborate monumental school buildings; such things are written in our national program and worked for in our locals. Incidentally, we have shown local authorities how to secure State aid for projects we urged.

Fourth, we have learned that our stand in education must be the most progressive possible and that the whole trend of modern psychology, both in classroom procedure and in supervision, is consonant with our demands for ordered liberty and regard to individual needs.

Fifth, we know that we stand or fall as professional people on our service as citizens, in standing for the best possibilities for society, for peace and international cooperation.

I cannot better close than by quoting from the words of one of our best labor friends, James T. Egan:

"These brainy and courageous men and women unionists are tackling privilege at its most vulnerable point—control of the human mind.

"They reject the theory that second hand opinion is education. They demand a system that makes men and women think.

"They are trade unionists to the core and fear no one in their intelligent and aggressive presentation of union principles.

"A narrow-minded teacher, or one who is ignorant of life's problems, can work havoc with the human mind at its most impressionable age.

"Central city bodies and local unions should put their best men on this job of aiding themselves by aiding the American Federation of Teachers."

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Our Children's Opportunity

(Continued From Page 11)

Obviously, in addition to our back-to-the-schools movement we need to stop the movement of children into industry at its source and keep children in school.

Now that public opinion is freeing children from a mistaken sacrifice, activities should be mobilized to safeguard the children and to deal with the employment problem intelligently. There is an opportunity for all organizations interested in child welfare to join together in a constructive back-to-the-schools effort.

But ought the children of the country have to wait for a national emergency to be allowed the heritage of childhood?

The experts for child welfare have been urging the need of child labor laws in states prohibiting gainful employment to children under 16 years of age and requiring work certificates for all under 18 years. Child labor laws supplemented by compulsory school attendance laws properly enforced would assure children opportunities for physical, mental and spiritual development.

It is because Labor believes that such fundamental legislation is indispensable to child welfare that we have urged and supported the ratification of the National Child Labor Amendment. Now is the time to put the experience gained during this depression to constructive use. Surely we have learned a most valuable and impressive lesson as to why permanent protection should be accorded the children of the nation.

As President of the American Federation of Labor I wish to urge all unions to join with other local groups to form a living barrier that will turn children from work back to the school and the playground.

I urge each central labor union to appoint a committee to cooperate in the local effort to find out the facts and to make such adjustments in the home situations as may be necessary to assure the family the necessities of life. Employment for the bread-winner is the most constructive measure.

This movement in the interest of child education and school attendance should appeal to all humane sentiments and should receive the support of all classes of people. We ought to understand as a result of the experience of this depression covering a long period of time that the employment of children in the mills, mines and factories of the nation serves to displace the father, the bread-winner and the idle worker.

There is no valid, sound and convincing reason why children should be employed when millions of fathers and bread-winners are idle.

Let us give the children a chance. Send them to school, so that two distinct and vital purposes may be served; first, relief of the unemployment situation; and second, the education and protection of the children.

The appeal of this back-to-school movement is to parents, educational and municipal authorities, and in a wider and more comprehensive sense, to all classes of people. I believe efforts which are being put forth to send all children of school age to school this year, and to keep those who have reached the legal age when they would be permitted to accept employment in continuous attendance at school, be reflected in an increase of many thousands of children in the schoolrooms and upon the playgrounds of the nation.

Responsibility of Teachers in Our Economic Dilemma

(Continued From Page 7)

fault with it; utterly foolish to think that it is so good that you must close your eyes to the problems that are created within it.

I think that our school systems and our school teachers, with their ignorance of economic situations and with their sentimental emotionalism which make them sort of blind to the things that are bad so that they can create the lovely impression for their pupils, are partly responsible for our present situation.

Our traditional respect for property, for freedom, our traditional notions of freedom of enterprise, freedom of opportunity, has an historical background. There was a time when there was a freedom here of a very considerable kind. It is still true, that we have more opportunity here than almost anywhere else on earth; but we should not let the ideals of our Colonial society, in which freedom of property rights, liberty, the notion of equality of opportunity applied (applied because society was that kind of society), carry over into a condition of society which is quite different. Instead of a society which we had a hundred years ago or two hundred years ago in which the ambitious, energetic man could rise to the top, we have a society in which the opportunity to rise is very, very greatly reduced.

Now, the teachers, it seems to me, are, to a very considerable extent, re-

sponsible for these anachronistic ideas. You cannot expect a citizenship to grow up, which has any adequate knowledge of the economic situation, any technic, any intelligence, capable of meeting our complex problems, if it moves intellectually in the domain of a hundred and fifty years ago. It is their responsibility in this economic dilemma that they have turned out generations of pupils who grow up ignorant of the way we live, ignorant of the opportunities that exist, ignorant of what can be done to meet the problems of today. So long as we teach our children outworn ideas, so long it seems to me we simply will be talking into the air, broadcasting with no listeners. It seems to me that the major function of intelligent teachers today is to create within their pupils a knowledge of the reality. It is time to stop being sentimental. It is time to stop talking as though everything were beautiful.

For too many years the American teachers have produced students who fit too admirably into the conventional traditional picture. Instead of producing people who can think their way through problems, we produce people who are willing to listen to the things that are said by their leaders; and those leaders, unfortunately, do not do much thinking. You cannot create thinkers from the pupils of this country, you cannot create an intelligent citizenry, unless you make them acquainted with the situation as it is. I think it is too bad to have to wait to acquaint them with it until they go to college, because not many of them go to college. You have to start far back. You have to start in the sixth and seventh grades. If someone accuses you of propagandizing, you have an excellent argument. You are simply telling the truth, and no better argument has ever yet been discovered for any kind of propaganda.

The most glaring weakness of religious idealism is that it takes a situation for granted. It prompts strong men to be kind to weak men, but not to raise ultimate questions about the sources of power and weakness. It encourages worth-while philanthropies but has difficulty in realizing that philanthropy may frequently be a veil behind which injustice hides.

Wherever religious idealism tends to sanctify a system which is essentially unjust, the odor of sanctity which it imparts becomes a stench in the nostrils of those who see the whole situation. That is why the advancing forces of social justice are so frequently anti-religious.—Reinhold Niebuhr.

That which is not good for the swarm, neither is it good for the bee.

—Marcus Aurelius.

Credit Unions to the Rescue

(Continued From Page 23)

\$3,000 for vacations
\$9,000 for miscellaneous such as
college tuition, school supplies,
livestock, relatives in need, etc.

"What this credit union has and is doing can be done among any group. There should be a credit union in every factory and establishment where there are 50 or more individuals.

"School teachers, city police and firemen, street car employees and other similar groups should organize credit unions."

Many teachers know too well what this park bench cogitation means. Probably some are wondering if everything is a confidence game. If you are voicing a laconic "I did" to the urge to conserve it will be worth your while to consider what the credit union offers—cooperative credit, dignified independence, attractive investment opportunities and a high degree of safety.

Dallas Teachers' Hospitalization Plan

Group Protection Provided For Teachers at Minimum Cost

No greater blessing has come to the teachers of Dallas recently than that of hospitalization. It was fortunate that the proposition was submitted by Dr. J. F. Kimball of Baylor Hospital because through him we were able to secure the advantages of the group plan. This plan is the outgrowth of his work some years ago, when as superintendent of the Dallas schools, he became interested in the establishment of the teachers' sick benefit fund which has proved sane and safe and sound as the years have gone by.

The Dallas hospitalization work is based on the same economic principles as fire insurance; it distributes the loss of the individual over the group, the most fortunate ones being those who never receive the direct benefits. To those who do need the benefit, however, the hospitalization is a veritable solace in the hour of distress and returns the fees paid many times over.

The plan assures service in Baylor Hospital when needed, in a \$5 private or two-bed room, operating room service, anesthetics, and laboratory fees during a period of hospitalization not to exceed 21 hospital days, but does not include doctors' fees, either physician or surgical, nor the service of a special private nurse. It is open to all teachers and administrators, and clerical employees of white schools.—Lula Mock, Dallas Grade Teachers' Council.

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Books as Passports to Peace

(Continued From Page 19)

A passport to peace is Raymond Fosdick's book, *The Old Savage in the New Civilization*, a plea for statesmanship and science to keep pace. With some interpretation, high school students could understand this indictment of war. Rugg's *Changing Civilization in the Modern World* and Randall's *A World Community* will open new and wide doors for youths' understanding.

We, in all tolerance, must admit to the young that many high-minded persons and peoples have believed, and still do believe, in war, but men used to believe in witchcraft, in duelling, in human sacrifice, and in human slavery. Old ideas die hard, but we stumble face forward.

All boys read war stories avidly, and when we watch their glowing faces at a war film we almost despair of peace. *All Quiet on the Western*

Front, Under Fire, Journey's End, Three Soldiers, show wear and grime as we take them from public library shelves. But will they as boys read between the lines and see written there the rage, the disillusionment, the ironic cynicism, and the utter hopelessness of these young soldiers?

Youth is adventurous and war has been glamorous, but science is constantly opening up new frontiers for courageous achievement. Surely, no boy thinks that the Byrd expeditions to the Poles were tame, mollicoddle excursions. The geographical frontiers have disappeared, but the frontiers of spirit and mind are just opening, and youth always responds to constructive endeavor. To unfold the wonder of earth, to destroy disease, to abolish poverty, these are among the coming adventures. Who knows about the rockets to the moon? Fantastical, yes, but interplanetary societies have been organized. The universe pioneer seeks the ultimate stars.

To offset the fascination of war for unthinking boys and girls, peace education must continue. *Between War and Peace* by Florence Brewer Boeckel is an encyclopedia for a teacher who feels that he must teach peace or have an unquiet mind.

High school studies can be directed against war. From the standpoint of biology, war is an absolute social loss taking the most fit. Alan Seeger is not the only poet, artist, or scientist who kept "the rendezvous with death." No farmer burns his seed corn, he plants it. Point students to *War and the Breed* by David Starr Jordan.

In the chemistry class, *That Next War* by K. A. Bratt or Winston Churchill's essay, *Shall We Commit Suicide?* show how aircraft will administer poison gas to cities, gas and explosives so deadly that no defense will be possible.

To some minds the economic cost of war is the greatest evil. Let students make "pie charts" to show what a large slice of the federal tax (72 cents out of every dollar) goes to pay for wars, past, present, and, shall we say, future?

In mathematics classes, problems could be evolved for computing costs, interest on war debts, how many times the dollars spent could encircle the earth or reach to the moon, but blackboard space and chalk would run out in this gruesome game. Professor Ernest L. Bogart's book, *The Direct and Indirect Costs of the Great World War* would help with these staggering sums. Real economic losses cannot be figured accurately because the world is so interdependent that, like a great sensitive organism, the whole mass shudders when one extremity is pinched. The millions gone are not only personal, but economic losses. The dead have no wants. They buy no goods.

History teachers could minimize war by stressing its futility. Arbitration as a means of settlement has many honorable achievements to its credit, including the unfortified boundary line between the United States and Canada. Writers of textbooks who had the cause of peace on their hearts would give more space to the triumphs of arbitration, which began in George Washington's time.

Although the United States has not joined the League of Nations nor the World Court, few teachers think it unpatriotic to instruct students in the facts of those institutions. They realize, on the contrary, that the League and the Court now have their place in history, and that knowledge of them is essential to intelligent study of international affairs today. They remem-

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ber that George Washington warned against entangling foreign alliances but do not forget that he quilled his Farewell Address by the light of a tallow candle.

The Kellogg Peace Pact for the outlawry of war, signed at Paris and proclaimed at Washington by President Hoover as the supreme law of the land in 1929, has been signed by sixty-three nations, but do students appreciate its significance? If a World Court did not already exist, the adoption of the Kellogg Pact with its requirement of a peaceful settlement for all disputes, would make it necessary to create one.

Teachers should impress upon students that new humanitarian eras do not burst flower-like into bloom, but are at first plants of feeble growth in the stony soil furnished by greedy human nature. The dawn of peace will hear and see nations clamoring over boundary lines and clawing for the control of ports, oil, and gold, but these disputes and infringements of rights will be settled by a World Court, not by war; by reason, not by brute passion helped on by science to destroy both soldiers and citizens, mixed sparingly with a guilty few.

Just as an engineer must double the strength of a dam to take care of increased volume in time of flood, so this generation must in like measure be fortified for peace through an enlightened public opinion against war, because when war threatens all the baser passions are loosed. The dam of reason breaks and men's minds are swept away on a wild and destructive rampage.

High school students know something about mass psychology as applied to publicity and advertising; let them read of it in relation to war as in John Dewey's *The Public and Its Problems*, Arthur Ponsonby's *Falschoods in War Times*, Lasswell's *Propaganda Technique in the World War*.

In literature classes, except for a few war poems, modern short stories, and plays, almost no mention is made of our changing scientific age and its relation to world conditions. We continue to drag nonunderstanding boys and girls through thick tomes about the Crusaders questing for the Holy Land when that vast gulf between Bethlehem, Judea, and Bethlehem, Pennsylvania, is still our burden and our shame.

Crusaders for Peace, your passports are in your hands—soon you must make a new port, establish a world community of peaceful folk bound through the sea of space and time on

our whirling ball, the Commonwealth of Earth.—Reprinted by the courtesy of *Ohio Schools* and the League of Nations Association.

Book Week

(Continued From Page 22)

III. COOPERATION TODAY FROM NATION TO NATION

Contributions to Civilization, Inter-racial Citizens Committee of Mass., 49 Beacon Street, Boston, 1930.

Gibson, *Heroes of Science*. Lippincott, Philadelphia, 1926, \$2.50. Stories of men such as Roger Bacon, Copernicus, Galileo, Newton, Franklin, Brahe, Kepler, Priestley, Cavendish, Herschel, Dalton, Davy, Faraday, Darwin, Kelvin and Maxwell.

Redfield, *Dependent America*. Houghton, Mifflin, N. Y., 1926, \$2.50. A revelation of the extent to which the U. S. is dependent on other countries.

IV. WAR TODAY

Allen, *War*. Winston, Philadelphia, 1929, \$1.50. A straightforward statement on modern warfare, its folly and futility.

Irwin, *"The Next War."* E. P. Dutton, N. Y., 1921, \$1.50. The futility and complete destructiveness of the "Next War."

Maurois, *The Next Chapter*. E. P. Dutton, N. Y., 1928, \$1.00. World conditions in 1962 and after, and the beginning of an era of inter-planetary war.

V. THE PEACE MOVEMENT AND ITS HEROES

Boeckel, *The Turn Toward Peace*. Missionary Education Movement, N. Y., 1930, cloth \$1.00, paper 60c. Brief discussion of why there is a peace movement and what it is. (Order from N. C. P. W.)

Leiper, *Blind Spots*. Missionary Education Movement, N. Y., 1930, cloth \$1.00, paper 60c. Helpful in discovering race prejudices and in getting rid of them.

Matthews, *Heroes in Friendship*. Oxford University Press, London, 1927, 85c. Stories of heroes in service to others.

VI. ADVENTURES IN TIMES OF PEACE

de Kruif, *Hunger Fighters*, Harcourt, Brace, N. Y., 1928, \$3.00. Men who have done much for civilization in plant, bacteria, and nutrition research.

de Kruif, *Microbe Hunters*. Harcourt, Brace, N. Y., 1926, \$3.50. The story of Leeuwenhock, the first of the microbe hunters, and of those who followed him.

Chamberlain, *Heroes of Peace*. Sully, N. Y., 1929, \$1.50. Stories of twenty men and women who carried out plans for the good of their fellow men.

Hagedorn, *The Book of Courage*. Winston, Philadelphia, 1929, \$2.50. Stories of thirty heroes who have helped glorify civilization.

Wallace, *Hands Around the World*. Richard R. Smith, N. Y., 1930, \$1.00. Heroes of many lands.

Wallace, *Heroes of Peace*. Richard R. Smith, N. Y., 1930, \$1.00. Stories of fifteen men whose discoveries and sacrifices have made the world happier.

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News of Our Members

Miss Dorothy Weil, delegate from the Federation of Women High School Teachers of Chicago to the annual convention of the Illinois State Federation of Labor, was appointed chairman of the convention Committee on Education. The convention unanimously endorsed the report of this committee, which recommended that the State Federation support efforts for more adequate housing for Chicago schools, the elimination of crippling economies in the schools, and the reduction of size of classes, number of pupils per teacher, and the size of schools to the standards advocated by the American Federation of Teachers.

Three books by members of the Brookwood local have been issued within the last year: "When Southern Labor Stirs," by Tom Tippet; "Your Job and Your Pay," by Katherine Pollack and Tom Tippet, and "The Labor Movement in Postwar France," by David Saposs.

Dr. Marius Hansome's book, *World Workers' Educational Movements: Their Social Significance*, was published last spring by the Columbia University Press. It has received much favorable comment. The Columbia Press announcement of its publication will be found in the October issue of the *AMERICAN TEACHER*.

Miss Lillian Herstein is to speak on October 12 at the memorial exercises at Mt. Olive, Illinois. This is the thirty-third anniversary of the Virden riots, when miners of the newly formed United Mine Workers of America were killed by strike breakers sent in by carloads by the employers. This memorial is held every year and no mine in the region works. This is the first anniversary day since the death of Mother Jones, who is also buried here. In their invitation to Miss Herstein the miners said they particularly want another woman who had contributed considerably to the cause of Labor. John H. Walker, president of the Illinois miners, is the other speaker.

Miss Herstein is also the speaker of the Detroit Open Forum on November 1. Her address on "The Value of Teachers' Unions" follows Dr. Linville's address on this subject last year.

Who's Who in This Issue

Ruth Gillette Hardy, Local 5, Chairman of Department of Economics, Girls' Commercial High School, Brooklyn, N. Y.

Dr. Edward Berman, Department of Economics, University of Illinois, author of *Labor and the Sherman Act* and other works on political science.

Mary C. Dent, Local 8, Department of English, Eastern High School, Washington, D. C.

Dr. Abraham Lefkowitz, Local 5, Vice-President American Federation of Teachers, Legislative Representative New York Teachers' Union.

William Green, President of American Federation of Labor.

Marie Widmer (nom de plume Barbara Scott), native of Switzerland, magazine writer and publicist.

Albert E. Croft, Department of Economics, University of Wisconsin.

Dr. Henry R. Linville—President of American Federation of Teachers, President of New York Teachers Union, author of scientific works, recognized leader in Liberal Education Movement.

Evaline Harrington, Department of English, West High School, Columbus, Ohio.

Alice Wood, Local 8, Department of English, Western High School, Washington, D. C.

Nell Peterson, Local 3, Department of English, Nicholas Senn High School, Chicago.

H. S. Bechtolt, Local 2, Department of Foreign Languages, Calumet High School, Chicago. Chairman of Special Committee on Credit Unions, American Federation of Labor.

Helen Taggart, Local 3, Department of Science, Lake View High School, Chicago.

Edward A. Richards, Associate Director Home Study Department, Columbia University.

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