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AMERICAN TEACHER

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No. 6

Economy Programs

THE AMERICAN FEDERATION OF TEACHERS, in common with all organizations of workers, professional and business groups, is interested in the welfare of its members. It is also intensely interested in the public school system of America and the millions of children for whose benefit it exists.

The public school system is experiencing an attack on its very existence as an institution providing for the educational needs of the children of all the people, to say nothing of its functions as the chief bulwark of democracy. The present so-called "economy" programs, designed to eliminate many features of the school system and many teachers through larger classes and smaller salaries, are not a product of the depression. They are the work of enemies of the schools who have been preparing an onslaught on public education for years. The depression is merely a propitious time for a major offensive. The leaders of the attack on the public school system, very few of whom have any direct interest other than as large taxpayers, do not intend to force a temporary contraction of school expenditures, but are striving to cripple permanently the institution of public education.

It is as impossible to force the schools back to the so-called fundamentals of early educational days as it is to force modern industrial nations to resume sail boat and horse transportation, home manufacturing or town meetings. That is, it is impossible to do it without doing as much damage as would the retrogression in the other fields.

In a primitive agricultural era, the home provided exercise, vocational instruction and amusement for the child. The comparatively few occupations carried on away from home provided apprentice instructions for those who were to follow these vocations, most of whom were the children of the ones already engaged.

Today the city, and nearly two-thirds of our population is urban, furnishes none of these. Who is to say that physical or vocational education is less fundamental than the three R's?

The teachers have shown themselves ready to cooperate to the limit in local financial crises. In Chicago and

other cities they have stayed faithfully on the job without pay, month after month, rather than see the school system perish or be injured. This they have done at enormous personal sacrifices. They would be willing to endure further sacrifices if they thought them to be to the best interests of the schools. With the leaders of the American Federation of Labor and the more far sighted business leaders, the American Federation of Teachers believes that wage cutting, meaning a cutting of buying power, will prolong and not end the present depression, which all agree is not caused by a lack of means to produce, but by lack of power to buy. When this organization and its members are convinced that there are not

great resources of taxation, represented by idle wealth in enormous quantities that cannot under the present circumstances become engaged in unnecessary production, which lie practically untouched by any taxation, it and they will recommend lower salaries first, and last of all a contraction of educational activities. A walk through the Gold Coast or wealthy districts of any city will reveal evidences of extravagant expenditures which could and should stand several shocks of higher bracket income or luxury taxes before the children should be asked to forego any necessary instruction, or before the teachers should be asked to accept lower salaries or payless paydays.

The American Federation of Teachers will oppose with all its

power any effort to increase the number of pupils per teacher in those schools where the maximum number for fair efficiency has already been reached or passed. Such increase is an attack upon the child and only incidentally upon the teacher. The child suffers a permanent injury, the teacher only in the lessened feeling of satisfaction in a task well performed.

It has taken many years to bring the schools to their present state of efficiency which we recognize as far from ideal. It has not been possible to keep the schools up with the mechanical and social changes of a rapidly moving civilization. It is imperative for those interested in education to see that no backward step is taken.

BREAD IS NOT ENOUGH

Bread for the hungry though we give
By bread alone man cannot live,
But mind and heart
Must have their portion lest they fail,
Lest courage may no more avail
To play its part.

If you have vision share it now,
If you have faith declare it now,
That stumbling men,
Who turn in panic to defeat
To join grim columns in retreat,
May stand again!

For those besieged by hosts of fear
Let there be music, song and cheer
Inspiring hope,
'Till, comrades all, the battle won,
We shall, with faces toward the sun,
Climb the steep slope!

It will take many more years to bring the schools back even to present efficiency if any retrogression is allowed.

Lower salaries and a diminution of the number of teachers will mean that the best teachers will be eliminated. The least efficient will be less able to make a change. Teaching will become less attractive as a vocation. The brightest minds will be drawn to other vocations.

Elimination from the school activities of any essential service will be paid for by the child and later by society. Fewer and less efficient schools, more institutions and public expenditures for the care of the helpless.

The American Federation of Teachers calls upon the teachers of America, whether they are its members or not, to resist all attacks upon the schools, whether in the form of salary cuts, curriculum cuts, increased number of children per teacher, shortened school year, or any other subterfuge until such time as all members of

the community are bearing their share of the burden of government.

This organization does not favor the increase or even the retention of all present tax rates. It does, however, favor extensions of the taxing power to reach wealth that is either escaping altogether or in most part its proportionate share of public expenses. Even then, if retrenchment is necessary, it asks public officials to survey all public expenditures very carefully before economizing on that most essential function in a democracy, public education.

As an organized method, which means the only effective method of combatting the present attacks on the schools, it commends itself, the American Federation of Teachers, affiliated with the American Federation of Labor, the only great national organization outside the strictly educational field that is opposing any cut in salaries or school activities.

Vision

THE OPENING of schools is a solemn occasion, for it is the beginning of a year's work in carrying out the primary function of education in a democracy: namely, the development of high grade citizenship. Day by day and year by year the schools are doing their best to implant in the character of youth all the virtues of citizenship. This program is one of the methods used to fix in the minds of the young the essence of school instruction and civic idealism. This program was planned to give to each pupil a vision which the youth of today may realize as the voters of tomorrow.

Programs of this nature are not new. All through history may be found attempts to fix the thoughts of youth upon the higher ideals, but apparently each age must learn its own lesson anew. True, we learn from history, but very slowly. Experience is a wonderful teacher, but even it has dullards in its classes. It is an old saying that "The mules of Frederick the Great went through twenty campaigns but they remained mules." I sometimes think that we may be classified as Frederickian mules for our failure to learn the lesson of the downfall of the civilizations of Egypt, Babylonia, Assyria, Greece and Rome. Rome fell between luxury and poverty, but Roman civilization, like every other civilization that has passed on, might have been saved if the people could have held to the ideals of their early leaders.

Like Rome, we are suffering from luxury and extreme poverty. Men are walking the streets today not knowing where the next meal will come from for themselves and their dependents, and a so-called intelligent people take this condition as a matter of course. Like imperial Rome we suffer from political corruption, but unlike that powerful state, we have the hope of salvation in our schools. Salvation lies in youth, and we of the schools are expressing the hope today that youth, when it matures, may show more intelligence in the solution of social and civic problems than their elders have ever done.

From corruption comes incorruption and from tyranny flows liberty. For years Louis the Fourteenth of France has been execrated for his foolishness, his despotism and his cynical saying, "I am the state." He

was the state in a genuine sense and his will was imposed upon millions in France and other countries. No one here would wish a return to the conditions of his day but if each citizen of this nation could honestly say, "I am the state" with father, mother, brother, sister, uncle, aunt and neighbor, democracy would become a glorious reality.

From the beginning of recorded history down to the present day, progress in civilization has been made possible through a continuous war for the rights of the common man against the forces of ignorance and greed. In some cases the charities of the rich became in time the rights of the poor. This was especially true of education in our own country. Free public education not so long ago was a charity handed down by the rich. Now it has become the most precious heritage of the poor which no social group nor government can eliminate without destroying the foundations of society itself.

We need not worry much over the financial aspects of the education of the children of the rich for they may be educated in private schools. One may well doubt the moral value of an education exclusively for the children of the rich and to the extent that this type of education lacks value, society has cause for worry. Take away the educational privileges of the poor and the result will prove disastrous. When we, the guardians of the children, suggest a curtailment of these rights in the name of financial economy, we announce to the world that we are recreant to our trust. The attempt to tear down night schools, continuation schools and other free public agencies of education in a democracy is like staining with impious hands the sacred vessels of the temple.

The free public school system is the bulwark of democracy and therefore the salvation of the world. When it lies stricken like a wounded lion, it should not be subject to the irritations of ignorance and greed.

[Address of William J. Bogan, Supt. of Chicago Public Schools, to principals at opening of schools.]

Tenure for Teachers A Sine Qua Non for the Welfare of the Public Schools

J. M. Graybiel

ANCIENT history records the formation of triumvirates to dominate the political policies of the world, but modern times furnish us with examples of triumvirates set up to undermine the free public school system of the United States. *Mirabile dictu*, this strange combination of apparently incoherent forces seems to work together in perfect harmony. The head and soul of this undemocratic, de educational organization, is the Tax Payers Associations of the United States. These associations, the members of which in many cases represent large corporate interests, have consistently fought paying their proportionate share of the tax burden. If allowed to sit in the saddle where they now seem to be, night schools and our free public high schools will suffer an eclipse from which they will not soon recover.

The second member of this triumvirate is composed of the school boards or school trustees of our country. This group seems to function splendidly in coordinating the third group, that of the school administrators, with the first or Tax Payers Association. In most cases, it seems, whether elected or appointed, the members of the boards of trustees are strangely subservient to the suggestions of the Tax Payers Association. These boards likewise furnish a splendid medium for the execution of many unreasonable and autocratic demands of administrators. Obsessed with the Fourteenth Century ideals, they still demand the right to "hire and fire" teachers at will. This furnishes a real opportunity for the administrator to rid himself of any one against whom he may trump up any sort of plausible charge.

Under the guise of acting for the good of the schools the tenure laws of our cities and several states of the union have been assailed and charged with being the cause of maintaining incompetent teachers in the public schools. This charge, because of its subtle and insidious nature, falsely assuming the welfare of the schools to be the real reason for the change, becomes one of our most fallacious and vicious attacks against the independence of the American public school teacher. There is seldom a word of truth in such charges. They are made, in most cases, to remove the very best and most progressive teachers in the school system. Those familiar with the old system know that we had a larger proportion of incompetent teachers in our public schools under the old spoils system than has ever at any time interfered with the efficiency of any school system operating under a just and sane tenure law.

Because of false and insidious propaganda against tenure the public at large finds itself bewildered and unable to determine just what is the best thing to do. The impression has gone out that tenure is some form of graft to give teachers a life job. Unless this false dangerous opinion is checked the public schools will rapidly deteriorate and the educational and professional standards of teachers will be materially lowered. The public

must be shown that the welfare of the public schools is closely linked up with the welfare and tenure of their teachers. When once the public sees the injustice of expecting a person to spend from \$10,000 to \$12,000 preparing for a profession and receiving for such outlay only the possibility of a job, there will be a reversion of sentiment and the restoration of democracy will follow in our public schools. It is the job of the classroom teacher to stand for the rights of the boys and girls who are being exploited to fill the coffers of the multi-millionaire. But this is not all of the teacher's task; he knows the value of preparedness and realizes that a continuance of high educational standards and the establishment of a teaching profession can be predicated only upon a sound ethical and economical basis.

Despite the present financial depression it still remains true that teaching can never be made a profession unless the remuneration is sufficient to remove the sting of want and enable him who aspires to lead our youth to fit himself to give the best that is in him. Business does not hesitate to pay for its leaders. Big business is bidding for the best, with one exception, and that is in the field of education. Here, strange to say, in the business that trains for all business, economic philosophy and economic practice seem to have reversed themselves and the educators of the leaders of tomorrow find themselves relegated to the status of a day laborer and constantly forced to fight for a job. It seems almost inexplicable, after all that has been said about the incalculable worth of education, that it should be necessary to say that the very best should be selected to train the youth in the public schools of America.

It is true that this ideal has never been fully realized at any time and largely so because the general public has a feeling that anyone can teach school. Even today, I am told, Tax Payers' Associations and the public press in certain sections of our country are boldly charging the teaching body with incompetency. If reports are to be credited, our schools are only stepping stones wherein the ambitious teachers may serve their apprenticeships for the real jobs of affluence and honor. The bright woman teacher is only a matrimonial prospect and the intelligent man a potential leader of industry. All that remains after this skimming process is a "soggy mass." Alas, for America or any part of it where these charges may be true. I know of no one who would take credit for bringing about such a situation unless it is that part of the public press which has sold itself out to be the mouthpiece of a group of people who would exploit the teachers because they find them to be the most easily robbed under the guise of economy and tax reduction.

The writer's memory runs back thirty-five years to a little old "white school house" on the Nebraska plains. This was an ungraded one room school with pupils rang-

(Turn to page 11)

Democracy in Education

American Federation of Teachers

Organized April 15, 1916

Affiliated with the American Federation of Labor

506 South Wabash Ave., Chicago, Ill.

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A Warning

It might be well for the self important and prominent citizens over the land who are attempting to impose themselves as a super government over the constitutional authorities to stop, look and listen. It is just possible that these self appointed guardians of the public welfare may be mistaken even from a self-interest standpoint when they attempt to force legitimate governing bodies to economize to the point of destroying essential public institutions.

In their zeal to keep intact the huge fortunes they have been permitted to build up under what they characterize as extravagant and wasteful governments they may upset the whole apple cart. They should remember that most of the apples are theirs.

For whatever may be wrong with the national and local governments this same group which is now so bitterly critical must assume most of the responsibility. Corruption and

waste and extravagance in public office can always be traced to some special interest with plenty of money to spend, which is controlled by these same public saviors who are just now terribly frightened by the frankensteins they have created.

Individuals may amass great wealth only when given great protection and usually special privileges by organized society. The more wealth a person has the more protection he receives and needs. Not merely police and fire protection but the protection given by a well fed, busy and contented populace. Weaken that protection and that wealth is less secure.

No institution in America has contributed more to the happiness and welfare of the average people than the public school. Nothing is doing more to produce an orderly, efficient and industrious nation. No one thing gives more satisfaction to the average citizen than that his child is having greater educational opportunities than he has had.

The wealthier citizens of the communities who are organizing for the purpose of reducing the cost of government are beginning in many instances with the schools. It seems an easy place to begin. The public servants engaged in educational work are neither wealthy nor politically powerful. Thus far these "first citizens" are right. But they should take heed of the beneficiaries of the public schools, the millions of parents, who, unlike these important cost deflaters, are not able to have their children educated in expensive private schools. These average American parents are not wealthy, but once aroused, they are the most powerful force in the world.

No defense of the present school system as a perfect institution is here intended. It has been hampered too much in its development by the same forces which would now, in the name of economy, cripple if not destroy it.

Members of school boards more frequently than any other public officials are selected from among the wealthiest and most conservative persons of the community, and we have tried to make ourselves believe usually from the more public spirited of this group. There is something about serving on a school board that tends to make even a heavy taxpayer sup-

port public education. The schools, more than any other governmental function, have been in the hands of our wealthiest people. In the larger cities, at least, it is as unusual to find a small taxpayer serving as a member of a board of education as it is to find on such a board a parent of a child in the public schools.

In a time of national calamity such as a war, pestilence or economic depression, everything a citizen has belongs to the state if the state needs it, even his life in time of war. A depression may cause more widespread suffering than a foreign war and should be treated as seriously. It is not only a time for real economy and the prevention of waste and extravagance but also a time for the fostering and protection of essential institutions, possibly even to the extent of capital levies on great fortunes. Unless our necessary governmental activities are preserved, great fortunes can no longer be accumulated.

It might be more enlightened self interest for our men of great wealth and presumably great business acumen to go about securing financial aid for preserving such essential institutions as the public schools. It is true that small property owners are in distress and are unable to meet their tax obligations. It is also true that many of our loudest tax savers are not in distress. They are merely not making money as fast as they did last year. As long as there are million dollar personal incomes or even fifty thousand dollar ones, it is not only bad taste but even shortsighted selfishness for the recipients of these incomes to advocate any serious retrenchment in the operation of any really essential governmental function.

It is just possible that a wiser course for these tax reductionists to pursue at this time of stress would be to make an intelligent effort to see how they can devote more of their wealth for the support of the governments that have been so generous to them. The future of their fortunes will be more secure even if their figures are not so large, if they concentrate their efforts and if necessary consecrate a part of their wealth to devise means of employing the millions of idle men and to preserving, not destroying, the institutions that have made them rich and powerful.

Education for Democracy

What to Do?

ORGANIZE!

"Stick to the fight when you're hardest hit—

"It's when things seem worst that you mustn't quit."

It is in these times of financial distress that the value of organization can be best appreciated. With all the enemies of the schools taking advantage of the economic situation to press their fight against public education and its expense, organization is needed as it has never been needed before.

Salary cuts, curriculum cuts, school year cuts, cuts in everything but the size of classes. Let's not cut our membership, but do everything possible to increase it. Some locals have made gratifying increases as will appear under News of the Locals. We have had some new locals but we should have more. If the teachers ever needed our organization, it is now.

It may be necessary for most of us to take cuts eventually if the custom becomes too general. There is victory in defeat sometimes. Salary reductions have been proposed in practically all the schools throughout the country. Reductions up to fifty per cent have been made. In the cities where the teachers are well organized, cuts have been opposed and with considerable success.

It is worthy of note that the nucleus of opposition to both salary and program cuts is always the local unit of the American Federation of Teachers. Too often the administrators have co-operated with outside influences against what the teachers have believed to be their best interests.

It is the organization controlled by the class room teachers which is protecting the teachers in the crises. Do your share. Join the American Federation of Teachers which is affiliated with the one national organization that is opposing all reductions in teachers salaries or in the activities of our schools, the American Federation of Labor.

Crowding

The present tendency to increase the size of classes and in the larger cities the size of school buildings is

in our opinion one of the greatest dangers facing public education.

The American Federation of Teachers has always advocated small schools and classes. A determined resistance to crowded classes and schools should be made in this era of economy.

A modern school system which boasts of educating for citizenship should not attempt to do this by herding children in large mobs even in the name of education. Over-large groups foster mob psychology rather than orderly thinking and action. The fact that the two cities which have the largest schools are the cities in which gangdom has come into the fullest flower is worth pondering over. It may be that these schools with their thousands crowded into inadequate quarters are proving to be efficient institutions for gangster training, with such distinguished graduates as Al Capone and Legs Diamond. Certainly these monstrosities called public schools with enrollments of thousands cannot give their children the individual attention necessary to make them citizens of an orderly society.

Administrators who should and do know better are sometimes led astray by the publicity accompanying a connection with "the largest school in America" or some other "largest," or even by the larger salary sometimes paid. A conscientious principal knows that he cannot administer a school of six thousand as well as one of twelve hundred, and he is false to his educational ideals when he encourages the larger units.

The time will come when an intelligent citizen will no more boast that his city has the largest school buildings than that it has the largest jails or almshouses. The time is here when no educator should encourage such educational errors.

Character Education

A great need today is character building. We all admit it. The schools of America are taken to task because they do not do a better job at this. Educators are rushing into print to tell how the schools can develop character. An association of teachers meeting last summer with thousands in attendance discussed the

question at great length and decided to appoint a committee to study the question and work out a course of study in Character Education.

The American Federation of Teachers has a plan which will not add an iota to an already overcrowded curriculum. All that will be necessary to put this plan into effect and bring a successful result will be to spend some money.

Taking this statement

A knowledge of right and duty only renders one a greater hypocrite unless he have moral sense and moral life sufficient to conform to his own convictions.

—Walker.

as a basic truth, the American Federation of Teachers excludes the course-of-study panacea. It pins its faith to John Dewey's pronouncement,

All other reforms in education depend on those who are engaged in the teaching profession.

and Dr. Charles F. Thwing's words
The teacher is the life of the school. Schools of character are the result of teachers of great character.

It offers as a solution, its program,

A maximum of 1200 pupils to a building; a maximum of 25 pupils to a class.

Eliminate the oversize class and the overcrowded school unit, thereby giving the teacher of character and initiative an opportunity for intimate contact with his pupils and your problem of character education is solved.

Married Women and Unemployment

"The dismissal of married women would not remedy unemployment. It would scarcely make a dent in the situation, even were it not too unjust and impracticable to consider," says the Executive Board of the National Women's Trade Union League of America in a letter sent to Mr. Walter S. Gifford, Director of the President's Organization on Unemployment Relief.

"The married-woman question must not become a smoke screen," the letter urges, "to hide the real unemployment problems of providing work by shortening hours, and increasing the consumers' purchasing power by sharing the earnings of industry.

"The only fair dismissal policy with reference to women, as to men," the

League contends, "is to consider each case on its merits. Not the marriage status but the economic status of the worker, the need, the number of dependents, the service given, etc., should determine the preference, providing, of course, that all possible means of spreading work have been exhausted. Even if the married woman has no dependents, there is no more reason for dismissing her than for dismissing the young man who has no dependents, or the young man or young woman who is living at home. Married or unmarried, it is safe to assume that most people work for their living because they have no other means of support for themselves or others."

The Unemployed Use Their Power

Out in Seattle, a city once best known to the members of the American Federation of Teachers as the city where teachers could not belong to their organization, even the unemployed seem to be strongly organized.

The Unemployed Citizens League, with locals all over the city, has been organized for the benefit of those unfortunate people who are without either incomes or jobs. This League has been caring for its members the past winter in many ways. It has collected and distributed money, groceries, clothing and other necessities. It has leased land from which its members have cut and sold wood used so generally in Seattle fireplaces. It has leased land upon which numbers of the unemployed will produce garden-stuffs in the spring and summer.

The League has also interested itself politically with the result that public relief for the unemployed is probably much more generous than it would have been otherwise.

The political strength of these unemployed must be considerable as at the city elections held March 15 the candidate for mayor and the candidates for the city council who received their endorsement were overwhelmingly elected. No one opposed by them was elected.

The unemployed in Seattle are showing intelligence in organizing for working out their problems. Possibly the unemployed could solve the economic situation that confronts the nation if they had the power. Certainly no other group is as vitally interested. And if there is not a turn in the other

direction, they will have the power. In a democratic nation the majority rules.

The unemployed in other cities are likely to follow the example of Seattle and a political movement of gigantic stature may be created to confound our political and business leaders. If those in authority do not or cannot correct the unemployment situation, the unemployed themselves seem to be likely to try their hands at it.

The organization of the unemployed cannot fail to have one good effect. It will furnish a vigorous incentive to those who are inclined to fear a huge political organization of the propertyless to solve the unemployment question without delay if they can do it.

The organization of the unemployed on the scale that it seems to have been done in Seattle is a challenge to those in political and economic power that must be answered, and soon.

Vote for Education

There always have been enemies of education.

Just now they are coming to the front. They see in the cry for economy an opportunity to wield an ax against education.

They boast of the long distances they walked to school.

They ride to work in automobiles. At home they have all the comforts of this modern age, yet they want education to go back to the ox-cart times and the little red schoolhouse.

These enemies of education want Memphis teachers to tear up their written contracts as worthless paper. They are demanding salary cuts for next year for teachers who never have been paid enough.

The time has come for friends of education to stand shoulder to shoulder, to fight it out at the ballot box.

This is going to be a crucial year.

Get your poll tax receipt and use it.

The money you pay for it goes for education.

Your vote also can be cast for education.

—*Memphis Press-Scimitar.*

Seattle

The citizens of Seattle are to be congratulated upon the results of the school election held in that city, March 15th. John B. Shorett was reelected

as school director by an overwhelming majority and Judge Austin E. Griffiths was returned to the board after an absence of two years.

The teachers and all the citizens as well are to be congratulated especially upon the election of Judge Griffiths who as a director three years ago dared to criticize the majority of the directors for including in the teachers contract a yellow dog clause which did not permit them to become members of the American Federation of Teachers.

Since that time even these directors were enough ashamed of their contract to eliminate from it this year this infamous provision. The people of Seattle are also to be congratulated that none of the members of the board who submitted the yellow dog contract in 1928 will any longer be a member of the board of education of that most progressive city.

With the action of the people of Seattle, the Congress of the United States and even the action of a reactionary board of education, the teachers of Seattle have complete citizenship rights. They have the right to join lawful organizations of their choice.

Support the Schools

The Illinois State Federation of Labor is opposed to the curtailment of the public school system. The attitude of the State Federation on this question was stated, in part, in the following resolution adopted at the Galesburg convention:

Whereas, in periods of financial depression a hysterical wave of economy in governmental expenditure sweeps all communities; and,

Whereas, such economies often seriously cripple educational services which it has taken many years to secure for the children in our schools; and,

Whereas, the enforcement of such economies as increased size of classes, heavier teaching load, the curtailment of necessary educational services may have far-reaching results which it will take years to eradicate; therefore be it

Resolved, that the Illinois State Federation of Labor, through its educational committee, recommend unalterable opposition on the part of local communities to the unwise curtailment of educational opportunities and special school activities for the children of Illinois.

Trade unionists everywhere should be on guard to safeguard the public school systems in their respective localities.—*Ill. Fed. of Labor Weekly News Letter.*

School Budgets

However the national economy may vary or whatever fiscal adjustments may need be made, the very first obligation upon the national resources is the undiminished financial support of the public schools. We cannot afford to lose any ground in education. That is neither economy nor good government.

—President Hoover.

* * *

"The work of building up an efficient system of public education, as the Constitution of Pennsylvania as well as of other states demands, has required a century of constant effort and devotion of thousands of the best citizens who have consecrated their lives to the welfare of childhood. Education is our country's first line of defense. It is the surest guarantee of individual happiness and prosperity, and the best insurance against social and economic disintegration. We must exert every effort during this trying period through which we are passing to preserve the integrity of the public schools. To quote George Washington again: 'In a country like this . . . if there cannot be money found for education, there is something amiss in the ruling political power.'"

—Governor Pinchot.

* * *

The 1932-33 school budget is now demanding attention. Sound budgetary procedure is an all-important factor affecting economy and efficiency in school financing. Where drastic reductions must be made, great care should be exercised so that there will be the least possible curtailment of educational advantages. Hasty and ill-considered reductions in school budgets may do harm to the education of children which can never be overcome. It should be remembered that the boys and girls who are now in school are entitled to this opportunity to secure their education. Whatever is eliminated for them at this time may be lost forever.

Those responsible for the financial administration of the public schools should keep in mind that while every effort must be made to balance budgets, nevertheless the following general principles are of vital importance as controls:

1. The elimination of teachers or the increasing of the number of pupils per teacher in general only serves to aggravate the existing unemployment situation.

2. The unnecessary reduction of salaries only adds to the reduced consuming power of the local community.
3. Wherever the resources of the local community make it possible, needed major repairs to existing buildings and the construction of needed new buildings should be undertaken in order to relieve the unemployment situation, and to secure for the district the advantage of existing favorable prices.
4. "Education is the goose that lays the golden eggs of prosperity." Census experts inform us that our population will soon become relatively static. This means that business men must depend in general for the expansion of their business not upon more customers but upon better customers. Education, through the program now being developed in the public schools, especially in such subjects as art, music, health education, science, literature, citizenship and all the fine and practical arts, refines and creates new economic wants and demands. It is this that makes the wheels of industry go round. From a business point of view we have not reached a condition of overproduction in education.
5. We spend annually probably not less than six billion dollars in insurance premiums for protection against fire, death, disease and accidents. Education provides at a relatively low cost social insurance essential not only to the development of the Commonwealth and Nation, but also to its safety and happiness. Education can be depended upon to make its full contribution to the development of a stabilized prosperity for all.—James N. Rule, Superintendent of Public Instruction, Pennsylvania.

Seattle Sets an Example

It has been the annual custom of the army officers to apply to the Seattle Board of Education for permission to appear before boys' assemblies in the high schools for the purpose of advertising the summer camps for boys of the Reserve Officers' Training Corps.

On the meeting of the board held March 18th a remarkable protest was made against the use of the schools for this militaristic propaganda. The request of the officer for the right to appear was overwhelmed by an avalanche

of protests from the Seattle Parent Teachers Association, local peace societies and last but not least from a number of representatives of the Seattle Unemployed Citizens' League.

One of the representatives of the unemployed, opposing this misuse of the schools for militaristic purposes, spoke most eloquently of the value of army camp life in character building leaving nothing to the imagination. He had been in one of the camps when a high school student only a few summers ago and knew his stuff. The president of the board, Dietrich Schnitz, intimated that the unemployed were unAmerican. They just laughed. Many of them had been overseas and knew all there was to know about the moral and uplifting influences of army life.

The most interesting feature of the whole affair was that the board denied the army officers the right to appear at the assemblies. They were given permission to visit the buildings after school hours and talk to boys who had written permission from their parents to listen. The boys' advisers were not to distribute any literature and the officers were not to wear uniforms when talking to the boys.

The letter of protest of the Seattle Parent Teachers Association is reproduced in full as it is one of the most constructive achievements of an organization of that kind that has ever come to our notice.

March 1, 1932.

Mr. President and Members of the Board:

In consideration of the request of officers of the National Army to speak before assemblies in Seattle High Schools, the Federation of King County and Seattle Parent-Teacher Councils, representing 15,000 parent-teacher members, voted unanimously in regular monthly meeting February 29th, that the following protest be presented to the Seattle School Board:

"This Federation respectfully asks that the following facts be carefully studied by members of your Board:

1. The National Congress of Parents and Teachers includes in its statement of fundamental purposes the following:

"War between nations as a means of settling disputes is a crime against civilization. Let us build into the lives of children such ideals of justice, goodwill and co-operation as will lead to universal peace."

Citizens' Military Training Camps are established with the aim of popularizing military training and do not encourage in any degree the above-mentioned ideals.

2. The National Defense Act, under which Citizens' Military Training Camps have been established, does not authorize the War Department to conduct character education, nor education for citizenship, nor physical education, but solely military training for a clearly defined military purpose.

Citizens' Military Training Camps, according to Major General Charles P. Summerall, recently Chief of Staff of the United States Army, 'do not directly serve to promote any military objective.' They therefore fail to justify their existence.

3. Major General Summerall *does* claim that the Camps 'result in improvement of youth in habits, character, and qualifications for citizenship', although this is not the avowed reason for their establishment under the Defense Act.

Regarding this claim, parents and citizens do not recognize the particular type of education given as having any real educational value, for teachers who engage in it are not qualified for the work either by professional training or by experience. Neither has the Federal Government made any provision for such training.

Educators themselves protest against such so-called education, as proved by the fact that 300 of the foremost educators of our land signed the petition to the House Committee on Appropriations, handling the War Dept. Appropriations Bill, in January, 1932, with a view to keeping education and military training strictly separate.

4. Character-building organizations of the highest type, with a long record of high achievement, are already established, and do not entail the immense expenditures required to finance Citizens' Military Training Camps. Reference is here made especially to the Boy Scouts of America and the Y. M. C. A.

5. The subject matter presented before High School Assemblies, as requested by officers of the National Army, is propaganda, and as such has no place in the public schools.

It is propaganda because only one side of the matter is presented, and for the purpose of drawing the students to one decision, whereas true education, which is the aim and purpose of our public schools, seeks to present both sides and leaves the pupils free to draw their own conclusions.

6. Students in High Schools are young and impressionable. When their patriotism is appealed to, they are willing in many cases to yield themselves. We believe that the highest type of patriotism is cultivated in the public schools, and we would wish to see it entirely and forever divorced from militarism.

7. The public press is always available for advertising the purposes and objectives of Citizens' Military Training Camps, where those interested may read.

Because of the above considerations, this Federation asks, with all due respect to the officers of our National Army, that their request to speak before High School Assemblies, or otherwise disseminate military propaganda in the High Schools of the City, be denied by the Seattle School Board."

Faithfully yours,

(Signed) FANNY HANNAH,
Secretary, Federation of King County
and Seattle Parent-Teacher Councils.

America never loses its sense of balance. While New York City is being glutted today with pornographic books, magazines, pictures and greeting cards, Monroe County, Tennessee, has passed a law prohibiting its school teachers from dancing. —*Collier's*.

Ousted Professor

Gets His Salary

When the conservative Century Company brought out a novel "Cane Juice" by Prof. John Earle Uhler of Louisiana State University last September, nobody dreamed that it would immediately arouse one of the most significant issues of academic freedom. It was attacked by a Roman Catholic priest in Baton Rouge who sent mimeographed copies of his denunciation to the press and to officials. He held that the book reflected upon the morals of creole womanhood and advocated "materialistic evolution."

Sensitive to such influential criticism, the university authorities endeavored to get Prof. Uhler to resign, but he stood his ground, and was thereupon suspended. The Civil Liberties Union immediately offered its services to take the case to the courts—first, to sue for his salary, and second, to compel the university to grant him a hearing. Prof. Uhler declined to sue the priest for libel. Action against the university under Louisiana law is difficult because a public corporation ordinarily cannot be sued. The issue had not, however, been passed upon by the state supreme court in relation to the university.

Just when the attorneys engaged by Prof. Uhler and the Civil Liberties Union were on the point of filing the suit, the university authorities surrendered. Condemnation of their action from all over the country had made its impression. The surrender did not reinstate Prof. Uhler, but it gave him his entire salary for the year. Legal proceedings were then dropped.

Prof. Uhler's case illustrates the insecurity of tenure of professors at many universities, for he had only a verbal contract. Among other similar cases, it has inspired the American Association of University Professors to start a thorough-going inquiry into professional tenure all over the country with a view to urging a uniform code.

Arkansas Unable to Keep Schools Open

This week news dispatches from the capital of Arkansas tell of 36,000 rural children forced out of their studies by the closing of 756 public schools, and of the prospect that 1,200 more schools will have to close before spring because of lack of funds.

William J. Bogan

When the tumult and the shouting dies and the debris of the depression is cleared away and we try to gather up what is left of the public school system of America, no one will be held in greater esteem than the superintendent of Chicago's schools.

Mr. Bogan became the superintendent of Chicago's public school system just about the time people quit paying taxes. When the tax muddle was so hopeless that tax strikes and court cases delaying payments were getting nicely started the depression struck. In addition the school system had been more or less headless for some time. What a break for a man beginning the big job of his successful career!

Did these few little annoyances break this man's morale and cause him to quit trying to keep Chicago's schools in the first rank? Did these discouraging things make him an easy victim of the crew that is always ready to cripple the schools in the name of economy or any other excuse? Did they cause him to follow the lead of so many subservient so-called educational leaders in recommending cuts in the curriculum or in salaries, or any other cuts that tended to lessen the efficiency of the schools? Did they cause him to collapse under tremendous pressure that is always brought to lessen the educational advantages for the poor by the wealthy who do not need the public schools for their children?

If you think they did, you don't know the man.

Considering the fact that the Chicago schools are crowded beyond belief, that the teachers get paid a little occasionally and never know when they will get another dole and that ordinary materials and supplies are things to be seen only in memory, the morale of the Chicago school system is almost beyond belief. The question asked by outsiders is always, "How can they keep going?"

The answer is, "William J. Bogan."

Not a school door in Bledsoe County, Tennessee, has opened this winter, and one-third of the schools of Tennessee will not be able to continue their term after the Christmas holidays.

—*N. E. A. Bulletin*.

Tenure for Teachers

(Continued from page 5)

ing from four years old up to twenty-four. For services as janitor and teacher I received the munificent sum of \$25.00 per month out of which I had to pay my room and board. In order to draw this salary I carried a perfectly good second grade certificate. Many had only a third grade and many, strange to say but true, were given permits to teach who were not capable of passing an intelligent sixth grade examination. Yes, those were the "good old days" when we had no tenure laws to keep incompetent teachers in the schools nor inducements to attract good ones if they strayed past while out on a vocational peregrination. Low standards and low educational qualifications must always be the inevitable results of low wages and insecure tenure.

The State of California points with pride to the high educational standards required for her teachers. They have been slowly becoming a professional group. This has been brought about by increased educational qualifications which have been justified by a fair remuneration and some degree of security through a much abused tenure law. And now, the triumvirate mentioned above is in power and tenure the chief corner stone of the public schools is about to be removed.

The rural sections of our country furnish a fertile field for the spread of anti-tenure propaganda. They have never been able to organize like the industrial sections and have been patiently paying more than their share of the tax load. The situation has become so unbearable that any remedy which offers a present relief may be accepted. The most available target is the teachers' salary. I say this not by way of criticism of the farmer, for there has been no class of people more generous with the public schools, but it is uttered as a warning that now is the time teachers should make intelligent contacts with the great labor groups, both agricultural and industrial.

Since 1921 the teachers of California have been partially protected by a tenure law. Following its enactment all kinds of fallacious statements have been made to discredit its successful operation. Failing in this, school boards now openly defy the spirit of the law by dismissing all teachers at the end of their probationary period. Evidently the Eighteenth Amendment is not the only law which is violated. There seems to be no limit to the specious statements made to fool the public and even the simple and unsuspecting teachers themselves.

Under the guise of doing something for the welfare of the public schools, we are told that tenure must be abolished for it retains incompetent teachers in the system. If such a statement was made only by a beginner who had never seen the old system we might overlook it and excuse it by saying, "He does not know any better." People who should know better, and most of them perhaps do, reiterate it and get away with it as a plea for the welfare of the public schools.

The writer has been teacher, principal and superintendent under the old system and knows the absolute falsity of saying incompetents were dropped out under such a system. Any one who would return to the old regime is a traitor to the teachers and the public schools. He who does not know something of the petty politics and graft which pervaded many of our public schools in the past should not be placed at the head of the schools

of the present. Hundreds of incompetents filled our schools and they were not removed for "the good of the schools." Why? Yes, this is a rhetorical question for the answer is known by everyone. The same people are with us today and they remain for the same reason. Not incompetents would be removed but, in many cases, the very best, because they want the right to act like other citizens and as members of a real profession.

If anyone desires interesting reading along this line let him turn to the National Education Association Research Bulletin, volume II, No. 5, November, 1924. Excerpts from page 146 read as follows:

"Those who are familiar with the situation believe that one of the greatest dangers that confronts the American public school system today is to be found in the attempts of groups of machine politicians, who seek to control and in many cases do control the local government in our large municipalities. These machine politicians attempt to control the administration of the schools and use them for political purposes. We mean by this for the purpose of patronage spoils. Cases have been studied which constitute definite evidence of such attempts, only a debased and a debauched school system can result when one of these unscrupulous groups dictate the appointment of teachers in the interest of political spoils.

"Irreparable damage to the youth of an unfortunate city, when a spoils system prevails, cannot be avoided. This damage is infinitely greater than that which results from too drastic tenure law which protects a portion of a teaching corps that has become out of date or superannuated. It is sometimes argued that tenure laws are failing because they do protect inefficient teachers. Let it be granted that in some cases they do. Any parent with the American point of view and a full belief in American ideals would undoubtedly hold that his child were in less danger in a system where the teachers are protected by a tenure law than where their appointment is controlled by a political machine."

No state, city or community can maintain and administer a school system in the interests of its youth if its teaching body is subject to the dangers of political assault and professional murder represented by some of the cases of political dismissal studied by this committee.

On the back page of this Bulletin is a quotation from an address made by E. E. Higbee before the National Education in 1887. That was in the "good old days" when those who spoke of the spoils system knew something about what they were saying. The speaker said:

"As long as a teacher finds that he must be regarded as a hireling, with no guarantee of remaining in office over a year, and with all the uncertainties of an annual election before his vision—so long as he finds himself not connected with a profession, properly so-called, he lacks one of the greatest incentives to professional study and is tempted to make his teaching not even a calling but only a stepping stone to some other work. Serious as is the injury to the teacher, still more serious is it to the children whom they teach."

Similar statements might be multiplied *ad infinitum* but those who need to hear them most seldom do unless the information comes from the ranks of those who oppose us. If education in the United States is not to enter into a period of decadence it will be necessary for the teachers of this country to stop and do a little thinking for themselves. It takes more than a pink tea party where we can listen to some abstract nonsense, to make us professional. Only when we have established a professional wage and have secured some certainty of tenure can we make any claim of belonging to a profession. TENURE MUST COME and it will only come through the united efforts of the classroom teachers of America. If you are not willing to make a sacrifice for the establishment of an educational profession and the protection of our public schools against political domination, you will sooner or later find yourselves victims of that sacrifice.

BOOKS

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

—Emily Dickinson

MILL SHADOWS

By Tom Tippet

"I wish that all of our members could be brought to turn aside from their own intensive drive of the present time, against forces which are continually threatening, to the consideration of the great industrial menace which threatens us all.

"The common enemy is clearly outlined in 'Mill Shadows' and likewise the slowly but steadily growing social resolve of elemental minds to do something about it. The road to be traveled is a long one, but it may be shortened by such dramatizations as Mr. Tippet has given us."

Henry R. Linville.

LABOR CULTURE IN THEORY AND PRACTICE

Some time ago Mrs. Hanson asked me to write a review of Tom Tippet's *When Southern Labor Stirs* and a report of the Ninth Annual Conference of Teachers in Workers' Education held on Washington's Birthday at Brookwood. My alibi for altering this assignment seems to me very good. Reviewers more capable than I of judging our fellow A. F. of T. member's picture of conditions in the southern textile mills and the recent protests of the workers there have already warmly commended *When Southern Labor Stirs* (Cape and Harrison Smith \$2) for its realistic survey of exploitation and the disturbing failure of the trade unions to come to the aid of their brothers fighting desperately against heavy odds. But valuable as this book is in its factual approach, Tom Tippet by effectively dramatizing the Marion Massacre in his play *Mill Shadows* has provided a more effective means of awakening the workers and the general public to the grim tragedy which marked the bitter path of trade union organization in North Carolina.

The presentation of *Mill Shadows* was the high spot of our Teachers' Conference this year. In 1931 workers' education was celebrating its tenth anniversary and the Conference tackled the necessary job of retrospection and evaluation of what had been accomplished. (The printed pro-

ceedings of that Conference are now available from Local 189, Brookwood, Katonah, N. Y., 50c.) This year we planned to get reports only on what was new and significant in the work since last February and then to devote the main sessions to Labor Culture. It was as an example of this that *Mill Shadows* was given by the Brookwood students in their theatre made from a converted barn.

A decidedly upward swing in workers' education during the last year was made evident by the reports. In addition to enlarged activities, new projects were detailed as in Tacoma, Wash., Lawrence, Mass., Boston, and Utica. In all, representatives of 21 local projects, nine full-time or summer schools and six national organizations described their activities to the record attendance of 41 educators. The urgency of unemployment and other social problems had narrowed the dividing line between forums, debates and meetings, and formal classes meeting regularly on a given subject. Lots of new ideas and demands for new classes but too little cash to follow them up. Committees were appointed to continue the collection of available teaching material which had already resulted in the production of an exceedingly useful mimeographed list of syllabi and books (15c from Local 189). The correlation of mailing lists, available teachers, lists of classes and provision for closer cooperation in the work of the field representatives were also undertaken. In view of the hard times prevailing it was encouraging to see so many people anxious to come. The reports were so varied and the time so overcrowded that speakers had to be content with brief summaries to be extended in the written record. The proceedings will also contain interesting papers read on Labor Culture.

Labor drama, sport activities, recreation, chautauquas, speaking and singing choirs, study circles and libraries as they have been developed in the United States and in other countries were fully treated. It was felt that the emphasis of workers' education would rightly continue to be upon its aid to the workers in their organized industrial and political struggles

and thus upon study of the social sciences. However, even the limited leisure of the workers under capitalism should be spent in a distinctive way, not building up individual hobbies and personal "escapes" and merely absorbing current culture, but developing group self-expression and contributing to a new Labor culture. If the Labor movement does not provide for the workers' leisure and recreation, the capitalists will strengthen their hold. Only the studious minority would be touched if workers' education confined itself to economics and social history. A well-rounded Labor movement would have to cater for all the needs of the workers. Much of the current talk about education for leisure is fatuous, dangerous and distracting unless the workers are aided to win leisure freed from the insecurity of unemployment and helped to use that leisure won in a distinctive way.

In the drama, for example, it was felt that *Mill Shadows* could never be a success in the ordinary theatre but that workers would accept it with open arms. The play follows the course of action in the Marion strike of 1929 and was written out of deep impressions those events made upon the author as a participant. The scene opens in April when the textile workers, alarmed by the installation of the stretchout system, determine to call in the union organizer. Three scenes follow in June, July and October to mark the progress of the strike from almost light-hearted excitement to grim determination when the soldiers are brought in to break the strike, and to rebellious disillusionment after the compromise settlement has been flagrantly broken by the mill owner. The most dramatic moment in the play is the massacre, where the mill superintendent, aided by the sheriff and his drunken deputies, shoot into the mass picket line at the mill gate after the workers are blinded with tear gas, and kill six of the workers outright.

A scene between the governor of Carolina—a liberal, kindhearted but weak—and Judge Herring, a "practical politician," gives way to the simple tragic funeral of the murdered men in the field where the strike meet-

ings had been held. The play ends on a note of hope with the workers, though they are evicted from their homes and their leaders sent to the chain gang while the sheriff and his deputies go free, determined to "fight again in the spring, when the sap comes up in the trees."

There is a wealth of social and economic material in the play. The conflict between the mountain whites of Scotch-English stock and the generation of factory workers is represented by Granny, the staunch old rebel, who says: "We should-a stayed up yander in our hills where we wuz free" and Jimmie, later to die in her lap bleeding from the deputies' bullets, who is "goin' to stay right here and git a hautomobile an' see some of the country." Granny is all for direct action, and when scabs are moved into the village, she and the other mountain women "toted their stuff out onto the road and told 'em to load it up and tote it back where they come frum!"—an act for which four men are later sent to the chain gang. Granny tells the judge, "Bring on your sojers!" when boss-planted dynamite blows up an old mill shed and so furnished an excuse to break the hitherto peaceful strike. Granny wants to shoot the sheriff (and nearly does) when the affable but weak village storekeeper whom the mill folk elected as their friend becomes the tool of the mill. In the end she is ready to go back to the hills with "Piney Strike," the baby whose mother was killed by the cotton mill's grinding toil, but hearing Larry, the strike leader on his way to the chain gang, proclaim his faith in the ultimate courage and victory of the workers, determines to stay and fight on. But if the younger generation was at first reluctant to believe with the old mountain woman that "the law air agin the common people," they soon came to realize it and to achieve a labor solidarity voiced by young Jimmie to the superintendent—"We don't go out by ourse'f no more; we're all stickin' together now."

The grinding poverty of the mill workers, the long hours and low wages, the mothers burdened with home cares, working in the mill to add a little to the weekly rations of corn meal and fat meat, the subservience of the church and the law to the cotton mill's power, the transformation within one generation from the free simple mountain life to the dreary mill village—all these are woven into the play.

Yet *Mill Shadows* is not a mourn-

ful play, nor a preachy play. In the net of social drama Tom Tippet has also caught the salt, sardonic humor, the wry, philosophic courage, and the deep, inarticulate emotions of the southern mill folk. What *When Southern Labor Stirs* does in the realm of fact and reason, *Mill Shadows* does in fact and feeling. We at Brookwood are so convinced about the effectiveness of this play that we plan to sacrifice a fortnight of our school term in mid-April to tour it in New England and points south to Washington. If our plans come through that will be another story

—Mark Starr.

AMERICA'S WAY OUT

By Norman Thomas

New York: The Macmillan Company
324 pp. \$2.50

Mr. Norman Thomas has done a great task for American socialism and American socialists, though of doubtful value to doctrinaire Marxists. In his "America's Way Out: A Program for Democracy" he restates the fundamental tenets of socialism in a style and in a manner that the average American who runs can read and digest.

"America's Way Out" is not a pompous study nor bombastic nor scientific. If one expects to find therein a circumspect exposition of the philosophy and history of socialism or the forecast of the socialist society in practice, he will be disappointed. For Mr. Thomas shuts his eyes to the future. It is uncertain. It is unpredictable. What the future of socialism holds in store for us no one knows and no scientific socialist would care to foretell.

But as a restatement of the immediate reforms in the socialist program and as a rehearsal of the socialist critique of modern capitalism, it nobly lives up to the task, it is lucid and convincing, and as yet has no compeer on the American scene.

What then is wrong with capitalism, and, particularly, with American capitalism? Thomas is ready to admit that we have made remarkable progress in the United States, technically and technologically, and no sensible person would now entertain the thought of halting the wheels of progress.

In addition to the discomfort of low wages the American worker is beset by yet greater evils: the insecurity in industry, the insecurity on the job, THE SPECTER OF UNEMPLOYMENT. . . . Three forms of un-

employment, seasonal, cyclical, and technological, harass the worker throughout his life. And the so-called freedom of the American worker whereby he is obliged to bargain for a job in the economic domain is a sorrowful mockery.

And complementing the insecurity of his job, the American worker, together with all the workers of the capitalistic world, faces the continuous uncertainty of life and limb, the SPECTER OF WAR. War is inevitable in capitalist society, based as it is on an industrial economy with goods produced for profit and not primarily for the public good.

Capitalism produces a surplus of goods, which low-paid workers cannot consume, hence the necessity for other markets. Few capitalist countries are so ideally situated as to be within control of adequate supplies of raw material, hence the ever-present necessity for new sources of raw material. Every capitalist country has a surplus capital which must be invested, hence the necessity for profitable outlets for surplus capital. All the foregoing conditions must prevail in one degree or another if capitalist economy is to subsist, and if they cannot be obtained by peaceful means they are to be had by force. And the result is, IMPERIALISTIC FOREIGN POLICIES AND WAR.

What then is the solution for the evils of capitalism? Thomas thinks America's only way out is socialism. He does not give us a beatific picture of the socialist millenium nor does he give us a cure-all formula for all human evils. But he does give us a graphic presentation of the important reforms advocated by the groups of socialists he represents, by the means of which they hope to eliminate the more serious evils of present-day society.

Foremost of all, socialism will aim to abolish poverty. Next in importance, socialism will try to transfer control of industry from a parasitic few who wallow in luxury at the expense of the poor to the vast class of producers. Third in importance, socialism will substitute the emoluments of service to society for the present material honors.

How can these changes be effected? Mr. Thomas does not approve of war or revolution. Both are unnecessary at this stage of human civilization. Mr. Thomas maintains that internationalism can be taught just as effectively as nationalism is being imparted to the populace now, and peace

can be made as effective as an economic and social instrument as war and revolution are now. He points to woman suffrage as an illustrious example of an important social reform being achieved by the methods of peace and education and not of war, revolution and bloodshed. Mr. Thomas is opposed to communists and other schools of dictators for their stressing of force and dictatorship in their social programs. He finds ample proof in the annals of human history of the superiority of peace and persuasion over brute force, and he is convinced that socialism today can be realized through the instrumentalities of education and propaganda, through democracy, and not through revolution and tyrannical dictatorship. And so Mr. Thomas puts ballots above bullets, strikes above riots, peaceful non-cooperation above revolts and military skirmishes.

In socialist thought Mr. Thomas holds Marxism inadequate for modern times and not conterminous in socialist theory and practice. In proof of that Mr. Thomas points out the failure of Marx's forecasts of the early downfall of capitalism, of increasing misery of the workers, etc. He also points to the phenomenon of the Bolshevik Revolution in Russia as an invalidation of the economic prognostication of Marx. And so Mr. Thomas prefers to follow the school of socialist revisionists and adopt tactics and methods necessitated by the individual industrial requirements and historical background of each capitalist state. And, accordingly, Mr. Thomas poses a socialist theory and program that conform to the economic, social and juridical condition of the national scene of the U. S.

How can socialism be brought about in the U. S.? In the political field. We must have an inviolable condition of free speech and press. The anomaly of the Electoral College must be abolished. Presidents and Vice-Presidents should be elected by direct popular vote.

The power of the judiciary must be curbed. What sense is there in advocating for years good reforms, have them passed by both Houses of the Congress and then have them nullified by a picked group of men in the Supreme Court? The need of the hour is the curtailment of the dictatorial power of our higher courts.

In the industrial field. A careful monthly survey of unemployment must be instituted at once. We know accurately the number of pigs in the

country, why not of the number of our unemployed? Non-profit, public employment agencies must be established at all pivotal points of industrial America and the job and the job-hunter brought effectively together. To obviate the horrors of unemployment, long-range planning of public works must be introduced; an ingenious system of unemployment insurance effectively applied; and the introduction of inventions and technological improvements should be rigidly controlled with a view to the welfare of those men and women affected. Mr. Thomas would install no new machine until adequate provision is made for the workers to be replaced.

Though it is not essential for the Socialist Party to be in control of the state machinery in order to have the foregoing legislation enacted and their fiats scrupulously applied, it is unthinkable, however, that the social and economic reforms of the socialist program would be instituted without a socialist party at the helm. For, in the words of a witty Frenchman, whom Mr. Thomas quotes, both major parties in the U. S. are like the two department stores of Paris, the Louvre and the Bon Marche: "both selling the same sort of goods to the same sort of people." Or, as Mr. Thomas would have it qualified, both advocating capitalism and guarding its system from destruction.

Hence, the Socialist Party must fight for conquest and victory under independent colors, and once at the helm, it would proceed in gradually socializing and nationalizing industry by many forms of taxation, such as land taxes absorbing the rental value; heavy taxes on incomes and inheritances; franchise taxes; and others. The surplus obtained would be returned to the public in the form of many improvements in their material and social activities.

In the foreign field, the Socialist Party would strive to abolish all restrictive tariffs, substitute free trade, and reach an understanding with the governments of the world for international control of the allocation of raw materials, for the management of communications and waterways, for the interchange of money and currency, for the control of the movements of trade and population.

In the national field, the Socialist Party would strive by might and main to abolish the incentive of profit and private gain in all walks of life and

enthrone in its place the spirit of social service and public function.

—Michael B. Scheler.

NEW LABOR PAMPHLETS ISSUED

A series of unique pamphlets on the labor movement is being published by Brookwood Labor College, the school for adult workers located at Katonah, N. Y. These pamphlets are not academic, theoretical discussions but are full of vivid pictures of the labor movement in action. They should be of interest to the experienced labor person as well as to the worker who is hearing about the labor movement for the first time. Their purpose is to develop greater understanding of the movement and deeper loyalty to its ideals.

One pamphlet, "What a Union Did for the Coal Miners," shows how the coal miners built a new life for themselves through united action. "Important Union Methods" and "How a Trade Union Is Run" describe unions at work—in local meetings, on the picket line, at the conference table, at conventions. Somehow the author manages to make the story live and the language is the workers' own, so none will have difficulty in reading it.

Believing that unions will wish to buy these pamphlets to give to their shop chairmen, etc., or to sell to their members, Brookwood is offering special rates for bulk orders. The pamphlets are practical and authoritative. The author, K. H. Pollak, has drawn on the wide labor experience of other members of the Brookwood faculty, such as A. J. Muste, Tom Tippet, J. C. Kennedy, and David J. Saposs, who edits the series.

The treatment in "Our Labor Movement Today" clears up many points for the person who wants a concrete, understandable description of the differences in policies and tactics among the conservative, progressive, and radical groups in the modern American labor movement. The fifth pamphlet shows that workers should be interested in the government because it touches their lives at every point.

The pamphlets now ready are:

"What a Union Did for the Coal Miners," 15c. "Important Union Methods," 15c. "How a Trade Union Is Run," 20c. "Our Labor Movement Today," 35c. "Why Bother About the Government," 10c.

Write Brookwood, Katonah, N. Y. for orders or information on bulk rates.

All Over the World

Unpaid Jewish Teachers in Palestine Go on Strike

Six hundred unpaid teachers in Jewish schools under the auspices of the Jewish agency for Palestine went on strike through the country.

About 23,000 school children were let out of school.

Teachers Paid Less Than Wage Earners

A majority of teachers in city school systems in the United States are paid salaries lower than the average annual income of all gainfully employed persons, according to a survey conducted by the National Education Association. This low pay basis obtains despite the fact that educational salaries have been raised during the past two years.

Out of 301,000 teachers, the Association points out, more than 164,000 received less than \$2,000 annually, which is the approximately average income of all gainfully occupied persons in the United States.

Ministers' Union

Forty ministers of New York City and vicinity have organized a Ministers' Union, open to Protestants, Catholics and Jews. Its purpose is to voice belief in the essential justice of labor's cause and to seek the social and economic application of religious principles. The secretary is Rev. Lloyd Imes, 242 East 14th Street.

Berwyn Drive Lags; 7 Schools Remain Closed

The prospect for reopening seven Berwyn schools in district 100, which were closed a week ago for lack of funds, still appeared remote yesterday.

In north Berwyn, the five schools of district 98 are still functioning. Two of the schools, the Lincoln and the Havlicek, are operating on funds raised by pupils and others. The parent-teacher associations of those schools have raised a fund of \$400, from which the teachers are allowed to draw small sums. The plan will be extended to the other three schools, William J. Hawks said. He is superintendent of the district.

Teachers Again to Get Half-Pay

College Lacks Funds to Meet Salaries in Full

"I have no reason for believing that teachers and officers of Tennessee State Teachers College will receive their full salaries any month of the current school year."

J. W. Brister, president of State Teachers College, made that statement Monday morning. "However," he added, "by extracting money from one pocket and putting it into another pocket, the 40 instructors, officers and business staff will be paid the 'customary' half salary Feb. 1."

The entire college staff will have been on half salaries for five consecutive months starting with September and including January.

Instructors in the college normally make a maximum salary of \$3,600 per annum, five-sixths of which is paid during the nine-month session and the rest during the summer quarter, and a minimum of \$1,800, payable in the same ratio as the maximum salaries.

Unless state appropriations are made and delivered before the college year closes, some teachers will receive only \$900 this year.

—Memphis Press-Scimitar.

Uphold Teacher's Right to Free Speech

By a five to four vote, the school board of Detroit has refused to dismiss Professor Walter Bergman of Detroit Teachers' college because of a speech in opposition to military training which he made before the local chapter of the League for Industrial Democracy.

Dr. Burt R. Shurly, a member of the board, termed Bergman's speech "seditious" and asked that he be removed. The school board at first refused to act on the matter, holding to the opinion of School Inspector Edward H. Williams that teachers should have absolute freedom of speech outside the classroom.

Continued agitation of local "patriots" led by Dr. Shurley resulted in an open hearing, after which the five to four vote upholding Professor Bergman was taken.

Teachers Fire Shot at Tax Association

D. W. Parratt, executive secretary of the Utah Education Association, has mailed out letters to its membership in which it declares the "primary purpose of the Utah taxpayers' association is to bring about conditions whereby the principal members of the association will continue to be exempted from paying any more taxes than possible in our state, and that they are now endeavoring to use the farmers of our state as a cat's paw in furthering their plans."

Ask Questions

Mr. Parratt in his circular also urges the teachers to write to the taxpayers' association asking such questions as the following: "By whom are the members of the governing body of the association selected or elected? By whom are the policies of the association formulated? By whom are the resolutions which are passed out to various so-called county taxpayers' associations worded and distributed? From whom does the association get the full amount of money needed to employ its secretary and field workers, to publish and mail its official organ, and the like?"

—Utah Labor News.

Great Britain — Salaries of Teachers

The present scales of salaries are so framed as to give to women teachers approximately 80 per cent of the salaries payable to men. These scales are due to terminate in March, 1933. Before this date, the Burnham committee, the joint committee of teachers and education authorities responsible for teachers' salaries, will undertake the task of formulating new scales. At these negotiations pressure for equal pay for men and women will be exerted.

The movement for equal pay will stimulate the movement for allowance for dependents. Already the London School of Economics has granted equal pay to the men and women on its staff, together with substantial allowances to married men for each child receiving education, under the age of 23. (*Christian Science Monitor*, Feb. 16, 1932.)

United States— Salaries of Teachers

The Office of Education of the Department of Interior has attempted to show in a limited way what the financial opportunities for women entering the profession of college teaching are as compared to those of men. In 1928 the Office of Education made a survey of 50 selected institutions known as land grant universities and colleges and an analysis has now been made of the salary data collected at that time.

According to the results of the inquiry, women entering college teaching in these particular universities and colleges appear at a distinct disadvantage in the salaries received by them as compared with men. Comparisons were made in five academic ranks, that of dean, professor, associate professor, assistant professor, and instructor. Women were found to receive a lower median salary than men in each of these academic ranks, the difference increasing with the increase in rank. The difference between men's and women's salaries in each rank was as follows: Dean, \$1260; professor, \$558; associate professor, \$402; assistant professor, \$265; instructor, \$71. For all women teachers, irrespective of rank, in these 50 institutions the median salary was \$800 below that of men teachers. (*Salaries of College Teachers: Comparisons, by John H. McNeely, Division of Colleges and Professional Schools, Office of Education, in School Life, February, 1932.*)

Can't Fire Teachers for Getting Married, Indiana Court Rules

Indianapolis, Ind.—The Indiana Supreme court has held that a school board has no authority to dismiss a teacher because she is married.

The decision was made in an appeal brought by the Elwood school board from a ruling of the Madison county Circuit court ordering the board to reinstate Mrs. Mattie Griffin, Mrs. Grace Doerman, and Mrs. Mary L. Records. These women were discharged as teachers in February, 1931, on the ground they were married.

—*Chicago Tribune.*

Salary Increases in Russia

U. S. S. R., the Soviet Union, has recently raised the salaries of all teachers 35%.

British Teachers Protest Pay Cuts

Following the sailors who mutinied against pay cuts, thousands of teachers turned out in London for a huge demonstration against their wage cut. British bosses fear the cops and soldiers will also revolt.

Manifesto

Issued by the Joint Committee of Teachers' Associations in the Transvaal

The attitude of the Joint Committee, representing all the teachers in the Province, towards a reduction of salary and leave is one of vigorous opposition with all constitutional means in its power.

In defining this attitude, the teachers demand that they shall be dealt with on the basis of equality with other citizens, and not on the basis of reduction in their standard rates of salary merely because their earnings are easily accessible to the Administration.

The salary scales of teachers have been continually reduced during the last ten years.

If the Province realizes the effect of the Cabinet's decision to reduce subsidy, it is improbable that Parliament will approve of the reduction, and the official reason for reducing salaries will have been eliminated.

Our education system is one that can only be maintained at the peak of prosperity. The teacher has been continually called upon to maintain it by reductions in salary scales. If it must be maintained in its present form, it is a burden that should be shouldered by all the people in the Province.

Teachers claim to be dealt with by the Administration in accordance with the principles of justice and equity. The Joint Committee will use every legitimate weapon at its command to secure such treatment for teachers.

Lake Forest School Board Cuts Teachers' Pay 10 Pct.

The board of education of Lake Forest voted a 10 per cent reduction in teachers' salaries. The action was conditional upon similar reductions by the city council, the library board, and park boards. The library board and the park board already have voted 10 per cent salary cuts and the city council is expected to do so at its next meeting.

Eligibility of Married School Teachers

When the school board acts on the question of continuing or abandoning its rule against employing married women teachers it will have before it not only the views of Parent-Teachers associations and other agencies closely identified with educational work in Mobile county, but a survey report on the practices of all states of the union.

Dr. John O. Rush, president of the board, announced yesterday that he has addressed a questionnaire to the state superintendents of education of the 48 states asking their opinions on the question and the prevailing policy in their respective states.

Dr. Rush has intimated that he is doubtful of the wisdom of departing from the present school board rule, but said his vote on the question probably will be guided largely by the result of the country wide inquiry he is making to determine the predominant sentiment and practice with respect to employing married women teachers.

The information to be assembled in the survey also will be made available for consideration by all members of the board.

The board voted Wednesday to withhold a decision on the subject pending inquiry among all Parent-Teacher associations of the county for their views. Several have adopted and transmitted resolutions to the board advocating abandonment of the rule, the movement for which originated in the Mobile County Teachers' association.

Because of the further information the board is seeking on the subject it is considered improbable the question will be settled for a month or longer.

—*Mobile Register.*

Mt. Carmel Teachers Must Shun Tobacco and Liquor

New contracts which teachers for the next term in Mt. Carmel, Ill., are required to sign contain a provision that the teachers will not smoke or indulge in intoxicants in "private or public places" and that they will commit no misconduct which would "bring disrepute" upon the school district. Members of the school board admitted there had been some comment in regard to the acts mentioned in the new contracts which were committed by one or two women teachers during the last term which prompted them to vote the new requirements.

150 Teachers in Jail; Planned 'Payless' Parade

Approximately 150 school teachers, men and women who planned a march to Mexico City as a protest against not having been paid for months, were in jail in the penitentiary at San Luis Potosi, and protesting telegrams were showered upon President Ortiz Rubio, Gen. Plutarco Elias Calles, and Narcisco Bassols, minister of education.

Word received here said the teachers are being held incommunicado by the state government at San Luis Potosi as a result of their announcement that they intended to march the 300 miles to Mexico City to demand their pay.

Teachers' Organization in Japan

The first step has been taken by Japanese school teachers toward maintaining their standard of living by concerted action, at a moment when financial difficulties of many towns and villages have caused or threatened reductions in the salaries of primary school teachers.

Eighty-five organizations have already been federated in a national association but this has not had sufficient control over the member groups to enable it to represent the interests of all primary school teachers. These number about 200,000. At the last conference of the primary school teachers it was decided to establish, throughout the country, organizations of teachers engaged in compulsory education under the direct control of a National Federation of Primary School Teachers.

Waukegan High School Trims Teachers' Pay

The Waukegan High School board cut salaries approximately 20 per cent in employing teachers for the 1932-33 school term which opens in September. The cuts range from 5 per cent for salaries under \$1,500 to 28 per cent for Supt. John W. Thalman, whose pay was reduced from \$9,000 to \$6,500 a year.

The reductions will save \$52,575 on next year's budget. The teachers' salaries this year total \$267,100. The Waukegan Taxpayers' Association had recommended that "nonessential" courses, such as music, domestic science and manual training, be eliminated from the high school curriculum, but the board ignored the recommendation, hiring the teachers in those branches for the new term.

—Chicago Tribune.

The Economic Crisis and Teachers' Conditions

Cuts in salaries, payment months in arrears, closing down of schools and the consequent increases in unemployment are familiar features of the crisis in all capitalist countries.

In *Chicago* 14,000 teachers have not been paid at all since April, 1931. In *Newfoundland* a cut of 30 per cent has been imposed. The economy commission includes cuts in education under the heading of economies in non-essential services. A large number of children remain illiterate owing to lack of school accommodation, while teachers are unemployed. In *Saskatchewan* 8,500 teachers have had a 35 per cent cut, and many of them have had arrears due to them for 5 or 6 months. A large number of rural schools have been closed for the winter months or for an unspecified period, and replacement by correspondence courses is being discussed.

Irregularity of payment is also a feature in *Ceylon* and parts of *India*. For instance in the English School (Hindu) of Calcutta the teachers' pay is 14 months in arrears. A further 10 per cent reduction has been proposed in *Ireland*, which means a total reduction of 16 per cent on the scales obtained as a result of years of agitation. 700 teachers in *Jerusalem* proclaimed a one-day strike as a result of the rejection of their petition for payment of four months' salaries which are due to them.

The *Bulgarian* Government proposed to shut a large number of schools, and to cut out of the budget expenditure on school repairs and salaries, leaving already bankrupt local authorities to deal with the situation. On paper the new government of 1931 raised teachers' salaries, but at the same time made 10 per cent reduction for pension, raising the pension age to 60 so that few should have a chance of obtaining a pension, and deducted 10 per cent from all unmarried teachers with more than six years' service. Those with less than this had an even greater reduction. There are over 4,000 teachers unemployed, and for every post at least ten unemployed applicants are available. A clash with the police resulted from an invitation to teachers to apply for vacant posts in Bucharest. When the thousands that applied found the kind of lodging they were offered in the barracks, and that there was no hope of work even for those who had waited three years, they decided to demonstrate in the center of the town. The police

attacked the demonstration. Strike action was decided upon at a Conference of the National Federation of Teachers, in spite of the fact that militant teachers have been dismissed in large numbers and the federation is purely reformist.

Polish educational grants only allow for a small fraction of the needs of education. Many schools are in rooms rented for the purpose, or in wooden huts or tumble-down buildings, yet grants for building cannot be obtained. No increase in the number of teachers is allowed for, in spite of the fact that elementary education is supposed to consist of a 7 year course, yet actually only 1.6 per cent of children in country districts go to a 7 year school, and in the whole country only 8 per cent of the schools have 7 year courses, while 50 per cent have 1 year courses, 20 per cent 2 year courses and 8 per cent 3 year courses. The children of twelve national minorities, which form a third of the school population, have an added handicap that Polish is the language of the schools, whereas previously in *Ukraine* both Polish and *Ukrainian* were used.

The Educational Worker,
London, Eng.

Educates 100,000

India has more than 10 million in school today. She has 18 universities, educating more than 100,000.

British Students Urge Drastic Minimum Cut

University and college students of Great Britain, Germany, the United States and elsewhere are moving forward unitedly and with growing strength in their campaign for disarmament and world peace. More than 20 British universities, headed by Oxford, Cambridge and London, have already completed forms—signed by captains of sports clubs and leaders of intellectual groups—urging the British Government to work for at least a 25 per cent all-around decrease in armaments. This body of young opinion will be presented to the Government shortly.

—News-Chronicle (England)

Pay of Teachers Cut as Glencoe Schools Reopen

Effective with the reopening of Glencoe's elementary schools, teachers of those institutions will accept a 10 per cent salary cut. The schools were kept closed after the Christmas holidays for lack of funds.

Public School System Shaken as Panic Holds

Rural schools throughout the south are in danger of not opening at all next year, unless teachers and bus drivers are willing and able to work without money.

In Mississippi, the state ran out of funds for rural schools when the nominal 8-months' term was a little more than half over. Some drivers of school buses quit when their pay stopped; others stayed on the job and were paid only for oil and gas. Teachers generally have continued teaching, but very many have had no pay except board and lodgings which families furnished. In some districts, school buses have been replaced by private autos.

Recalling the days when a student at Harvard College arrived leading a cow to pay for his tuition, students at Louisiana State University have been paying some of their tuition in cotton.

South Carolina education authorities are \$1,000,000 in debt to their school teachers, and the sum is mounting. In several Georgia counties, the school funds have run out and closing is imminent. In Florida a number of Negro rural schools have already closed. Alabama and Texas have been paying school salaries since November in scrip, which may some time be redeemed.

Pay Cuts in Lawrence, Mass.

Police and school teachers have organized and retained counsel to fight a proposed 20 per cent pay cut in Lawrence, Mass. Perhaps they will be more successful than the mill workers whom they opposed last fall.

—Kern Co., Cal., *Labor Journal*.

Teachers' Pay Cut Hit by Springfield, Mo., Unions

Delegates from the Springfield Central Trades and Labor Assembly met with the city school board to protest against a proposed 10 per cent salary reduction for school teachers.

President R. T. Woods of the State Federation of Labor, who led the group, told the board that if the budget of the schools must be cut the retrenchment should be made in other directions sufficient to maintain the present living standards of the teachers. "Every time wages are cut, business gets worse," Mr. Woods said. "I do not care what economies we may practice, but it is not fair to the teachers to cut their salaries."

Teachers Face Ten Per Cent Pay Reduction

**Suspension of Automatic Salary Increases,
or Wage Slash, Inevitable,
Assert Directors**

Seattle's 2,500 teachers and other public school employes are faced with the almost certain prospect of a pay cut of at least 10 per cent.

Two plans have been suggested.

One is for a horizontal 10 per cent cut and, in addition, the temporary elimination of the automatic salary increase system, under which the pay of every teacher whose work is satisfactory goes up \$100 a year until he or she reaches the prescribed maximum—which ranges up to \$2,700 a year.

Under the other plan, the automatic increase system would continue in effect, but there would be a 15 per cent cut in salaries. This plan, it is estimated, would save between \$750,000 and \$800,000, as compared with about \$600,000 under the other.

The cut, as contemplated, would affect everyone on the payroll, from Supt. Worth McClure down to the first-year teacher drawing \$1,100.

—Seattle Post-Intelligencer.

Pupils' Loans Aid Teachers

Berwyn school childrens' nickels are keeping the wolves from their teachers' doors.

William Hawks, superintendent of school district 95 in the suburb, said today that voluntary loans made by pupils in five schools had built up a sizable loan fund.

The teachers, unpaid for two months, may borrow \$10 at a time from this fund and yesterday Hawks supplied teachers with a total of \$150 from it.

The children are given receipts for their contributions, which range from 5 to 50 cents, and will be repaid when the teachers collect their salaries. There are 2,400 pupils and seventy-five teachers in the district.

—Chicago American.

The teachers' council of the Madison Assn. of Public School Teachers has voted to take a 1-week vacation without pay in order to save the city of Madison \$26,989, but it has refused to accept the recommendation of Supt. R. W. Bardwell that the teachers' salary schedule be temporarily suspended. The school department faces a \$75,000 budget cut.

—Montana Labor News.

Teachers Advised to Employ Expert to Study Duluth School Budget

The pruning knife of the tax reducers threatens the salaries of Duluth school teachers, the most useful and important persons in the public service. Any city may get along some way with incompetent city councils and administrators, but when the teaching staff of the public schools is impaired, its baneful effect will reach beyond this and coming generations. Striking at the salaries of school teachers hits at the roots of the public school system.

What the Duluth school administration needs more than anything else is a thorough study of the school board's budget by independent school experts to determine where economies may be made without reducing the salaries of teachers. The Teachers' Association would do well to finance such a study. Its members should know that it will take more than another war to compel higher salaries after they once shall have been reduced.

—Duluth Labor World.

Free Textbooks Denied Night School Students

The legal adviser of the government of the District of Columbia has decided that night school students can not have free textbooks because night schools are not specifically mentioned in the free textbook law recently enacted by Congress. The law was urged for many years by the trade union movement of Washington. Labor leaders believed the phraseology was comprehensive enough to include all schools whether night or day.

Undernourished School Children Faint at Desks

During the course of a long speech in the Senate in advocacy of the La-Follette-Costigan relief bill, Senator Costigan read into the record a statement made recently in Baltimore by Dr. David E. Weglein, Superintendent of Public Instruction, who said that it was not unusual for undernourished school children to faint at their desks.

Costigan also read a letter from the Baltimore Family Welfare Association, which stated that in only eight of the 23 Maryland counties were there organized social agencies and that as a result of the depression the morale of rural families was being broken.

News from the Field

California State Federation of Teachers

On Saturday, February 20th, the California State Federation of Teachers held its regular semi-annual meeting at the City Hall, San Francisco.

Besides reports from Sacramento and San Francisco locals committees on tenure, publicity and salaries were appointed. The resolution adopted by the San Francisco Labor Council was read by Mr. Charles A. Simonds and on his motion was approved. The resolution demands that the teaching load and salary schedules of teachers be maintained at levels compatible with the best interests of the children within the schools and that any saving in the cost of school maintenance be made from the overhead chargeable to special departments and supervision.

The following officers were elected:

President—Paul J. Mohr, San Francisco (re-elected).

Secretary—Mrs. Anna C. Dart, Campbell.

Treasurer—A. V. Wilde, Sacramento (re-elected).

State Organizer—A. J. K. Dupuy.

Vice Presidents—Con Davis, C. A. Simonds, James W. Gardner.

After the regular business had been attended to, Mrs. Hanson was asked to speak. She outlined her plans and hopes for the California State Federation of Teachers, expressing her belief that California presents the greatest opportunity for expansion, and stressing the point that the moment was then propitious for an active campaign for membership and the establishment of new locals.

The luncheon was a most enjoyable affair with the genial Mr. John G. McGlade, Assistant Superintendent of Schools, acting as "toastmaster." Mrs. McGlade broke her usual attention to strict business to answer in kind Mr. McGlade's comments on her home town, but reverted to a discussion of the pressing need of teacher unity throughout the United States.

Assistant Superintendent of Schools David Hardy outlined San Francisco schools needs which included, especially, a new high school and certain additions to other schools. Messrs. Wilde, Simonds, and Dole paid the respects for their various locals and after the reports of committees, appointed in the morning meeting, the luncheon was ended in a general discussion of school problems.

Again the California State Federation of Teachers wishes to express its thanks and to acknowledge its debt to the American Federation of Teachers. Its aid in sending Mrs. Florence Curtis Hanson to California was most timely. Mrs. Hanson was a true prophet from a far country. San Francisco, as well as the state in general, has been passing through the most critical period of her school history.

The widespread demand for economy, the weight of the depression, coupled by

an insidious public press attack had discouraged all but the leaders of the few locals that have weathered the storm; but with the coming of Mrs. Hanson to San Francisco a new spirit has been engendered; hope has revived; a re-awakened interest sprang to life, and many cities called for the charmed voice, the magic touch of our National Executive Secretary.

A chronology of her speeches, conferences and meetings will tell, as no descriptions can, the story of her work in Texas and California; and the results will sound, a clarion call, to the teachers of America to take hope and declare themselves for the struggle to save the American schools. It is not only that the increased teacher loads, cutting and curtailment of salaries and the desperation of the unemployed endanger the welfare of the profession; but also, as Mrs. Hanson has often said, so eloquently stated, the very life of the school system is threatened. It was this message that brought many teachers to the realization of the many problems pertaining to the schools, and the reception of the appeal found its answer in demand of those not in the Union for membership.

The secret of Mrs. Hanson's power rests in her profound conviction that the solutions of the problems must be found by the teachers themselves; that no magic can call forth, Minerva like, a resplendent power that will blast the darkness and in a flare of glory save the foundation of American democracy—the school. The heralding of the belief that within the intelligence of the teaching body solutions would be found, fired the imaginations of all who heard her speak and at once resolutions were prepared, programs arranged and means to effect their consummation undertaken.

There is no one in the American Labor movement who commands greater respect than does Mrs. Hanson. Her presentation of the teacher's point of view finds a ready accord in all Labor Councils where she may speak. The teachers of California are beginning to realize that they must look to Labor for necessary support. The ideals of the great mass of the American teaching profession is identical with the ultimate aims of Labor. It is only necessary for these two great forces to unite. The one striving to better mankind's condition through its aid and support; the other, to educate the child of today to realize his duties as the citizen of tomorrow.

WARREN TELFER.

Chicago Unions Locals 2, 3, 199, 209, 224 and 237

The Chicago Unions are carrying on a gallant fight in the face of the greatest difficulties. It is only by their protest and action that the Chicago schools have been saved from drastic changes which would curtail their efficiency almost irremediably. The officers are spending devoted hours in the service of their fellow teachers and the schools. The membership of all the unions is growing as the teachers realize this service.

The Union Teachers Credit Union has done fine service in relieving cases of acute distress.

The Group Health and Accident In-

surance has proved a very great help in time of need.

The Chicago Union Teacher is published monthly. It tells the Chicago story. If you do not get it, write to the office of the Unions, Room 523, 506 S. Wabash Avenue, Chicago.

St. Paul Locals 28 and 43

The Joint Council of the Federation of Women Teachers and the Federation of Men Teachers of St. Paul have been discussing with the Commissioner of Education and the Superintendent of Schools the following problems:

- An interim day for grade schools to finish the clerical work and re-organize the school without pupils present.
- The amount of detailed work in connection with penmanship awards in addition to academic work and the cost of such awards to pupils.
- The additional work to kindergarten teachers entailed by the term reports on pupils.
- The report cards both in grade and junior high school with the character marks, the effectiveness of which is questioned.
- The difficulty of enrolling the new kindergarten class under present plan.

These conferences resulted as follows:

- The Superintendent sent out a notice granting one hour on Friday, Feb. 5, at the close of the day for reorganization of the school.
- The Department is checking on the amount of work entailed in penmanship awards and the cost of penmanship diplomas.
- The kindergartners are asked to review and change their present reports to simplify them. They are to be given time for the enrollment.
- The report cards of grade and junior high schools and the battery tests will be discussed at subsequent meetings.

Sacramento Local 31

Local 31 is making an intensive study of the taxation problem with a view to developing a plan for lightening the tax burden on property owners. A series of three talks by experts on taxation have been arranged by our program committee. At the last meeting our local listened to Mr. Rolland A. Vandegrift, California State Director of Finance. Mr. Vandegrift does not approve of any change in the existing system, but urges reduction of school costs as well as of other state expenses. In this respect he and Mr. Walter Morgan, Assistant State Superintendent of Schools, who delivered the first talk of the series, are very far apart. Mr. Vandegrift also assured us, apparently with pleasure, that the California Teachers' Retirement Fund is not actuarially sound and that probably most of us will never reap any benefit from it.

The welfare committee reported five new members added since the previous meeting with hope for others. An effort is being made to bring back former members who have dropped out. Mrs. Hanson paid us a brief but stimulating visit on February 26.

MARGARET MOORE.

Memphis Local 52

The depression has reached Memphis and has taken its toll from the Memphis teachers, but it can be truthfully said that it might have been much worse if it had not been for the teachers organized into Local 52 of the American Federation of Teachers.

The Memphis teachers were notified that they would not receive their December salary because of lack of funds. It was suggested by the Board of Education that the December salary should be donated to the city, in other words that the teachers cancel the month's obligation.

Under the leadership of Local 52, the teachers refused to give up their month's salary and were paid in "scrip" which was accepted by the Memphis merchants and by the banks as security for loans.

The Board asked the teachers to accept a salary cut of fifteen per cent for a period of three years. Local 52, realizing that the Memphis salaries were already too low even in times of depression, appealed to public opinion through advertisements in the daily press. A very favorable reaction was received to this appeal to save the schools from the deterioration such a large salary reduction would entail. The teachers were supported by the public and editorially in vigorous style by the *Press-Scimitar*.

After considerable delay, and after several payless months, the teachers were informed that "the financial interests and all other parties interested" had come to an agreement about the cut that was made in teachers' salaries. As the teachers had not been consulted and had not come to an agreement, it must be inferred they were not interested parties.

A meeting of the teachers was called Friday afternoon just before the close of school and the proposition was submitted to the teachers for an immediate decision. The chairman refused to consider a motion to allow the teachers any time to consider the matter or hold a meeting of their own to discuss it.

After considerable immediate discussion of the matter the teachers, many of whom felt they could no longer wait for salary checks which were apparently not to be forthcoming without favorable action to the board's proposition, voted to accept the month's cut in pay each year.

The only redeeming feature of the situation is that the whole body of the Memphis teachers seem to appreciate the fight that was put up by Local 52 in the face of a very discouraging situation.

San Francisco Locals 61 and 215 The Secretary Visits Us

A glance at the itinerary of Mrs. Florence Curtis Hanson's western trip will convince one that the short time allowed her was used to the utmost advantage. So full were her days and so insistent were the demands upon her time that even social functions were devoted entirely to the discussion of subjects relative to her mission in San Francisco and the conditions facing teachers throughout America.

She arrived late Sunday evening and was met at the train by H. P. Dole president and J. M. Klinger, secretary, both of Local 61. Monday was spent in secretarial work. In the evening a lengthy conference was held with officers of Local 61 at the home of Mr. Klinger.

One of the most successful meetings was held Tuesday afternoon. Mrs. Hanson spoke to the faculty of Polytechnic High School. Her discussion was listened to

with great interest and many teachers expressed their desire to affiliate themselves with Labor. On the same evening a dinner and conference was held with members of the San Francisco High School Association.

Tuesday morning a trip was made to Monterey where Mrs. Hanson attended a Labor Conference at 1 p. m.; at 3:50 appeared at a High School meeting and at 7:30 spoke at the Monterey Labor Council. After the Council meeting a conference was held with Mr. Wayne Edwards.

On February 18th and 19th, after her return from Monterey, Mrs. Hanson spoke at Presidio and Portola Junior High Schools as well as at the San Francisco Labor Council Friday evening, besides holding special conferences.

Saturday was devoted to the California State Federation of Teachers. In the morning the meeting of the California State Federation of Teachers was held at the City Hall, San Francisco. Mrs. Hanson spoke at both the morning meeting and at the luncheon that followed.

Although the 20th was Sunday a conference on publicity was held after dinner at Mr. Manuel Jacob's and Washington's Birthday was celebrated by a dinner given by Mr. and Mrs. Charles Simonds that was attended by such leaders as H. P. Dole, P. J. Mohr, and J. G. McGlade. On Tuesday was scheduled a tree planting at Mission High School and an invitation to speak at Horace Mann Junior High School at 3 p. m. The latter was canceled for half-day vacation. At 4 p. m. a meeting was held at which the ground work was laid for the organization of a grade teachers local. In the evening Mrs. Hanson spoke at a meeting sponsored by Local 215 that was well attended by representative teachers.

Early Wednesday morning Mrs. Hanson left for Taft and Bakersfield where a series of meetings had been scheduled. From Bakersfield Mrs. Hanson returned to Chicago, but stopped over at Sacramento and Reno, Nevada, and also for a week of meetings in Utah.

WARREN TELFER.

Milwaukee Normal Local 79

The Milwaukee State Normal College Local 79 reports an increase in membership and a bright outlook for future gains.

The Association is taking an active part in the effort to arouse public sentiment in favor of disarmament.

A generous contribution to the organization fund evidences the lively interest of the Local in wide-spread national organization.

Milwaukee County Federation of Teachers

The Locals of Milwaukee County have organized the Milwaukee County Federation of Teachers with the program of informing the unorganized teachers of the country regarding the policy and service of the American Federation of Teachers. Dr. Colin G. Welles, Thiensville, Wis., is the secretary.

Atlanta Local 89

The Atlanta school system finds itself in the situation universal throughout the country, that is, threatened with cuts and curtailments in every department. *The Journal of Labor* carries headlines "Death Blow to Schools Seen," "Parents See Destruction of Schools," "Other City Departments Get 10% Cut; Education Gets Crumbs."

The mayor's finance sheet calls for a cut of about 27% in funds for schools and 10% in all other city departments.

Even if such important adjuncts of the school system as the night schools, kindergartens, etc., were abandoned, the schools would still be pressed for funds with which actually to keep open the regular graded schools, it is pointed out.

In comparison with the many alarming situations the schools of Atlanta have previously faced, it is said, the present situation of the department of education is the most precarious it has ever occupied.

The unsuccessful in its effort for the recall of the mayor, the Atlanta Federation of Trades has not abandoned the schools, but is carrying on a militant campaign against this 27% cut in the schools allotment, which it regards as the greatest penalty ever inflicted on the city and the welfare of its people.

Commonwealth Local 194

It is cheaper to come to Commonwealth College, residential labor school at Mena, Ark., than to remain unemployed, according to Lucien Koch, director, in an announcement stating that 100 young men and women can be accepted as students beginning with the winter quarter, December 28, or the spring quarter, March 28.

No one is unemployed at Commonwealth, for teachers and students work for their room and board while carrying on academic work. Overalls are always correct dress at Commonwealth. The college performs its own communal tasks and raises most of its own food on its 320-acre farm-campus in the Ouachita Mountains.

A School for Labor

"Workers who have plenty of enforced leisure right now can put that spare time to good use in studying the causes of their idleness and remedies for it," Koch says. "Commonwealth is one place to do your studying. An independent, non-factional school, it sponsors the utmost freedom of thought and discussion.

"The only tests for an applicant are intelligence, willingness to work and study and an interest in the labor movement. No entrance credits are required and no degrees are offered. Students earn their own room, board and laundry by 20 hours' work a week and have the rest of their time for study, reading, and recreation. The only fee is \$40 per quarter of three months for tuition, or less than the cost of a flop-house existence.

"A faculty of 12 offers courses in economics, sociology, history, psychology, labor journalism, effective writing, argumentation, labor law, social philosophies, labor history and foreign affairs."

Portland Local 111

The Portland Teachers Union Local 111 has done yeoman service in seeking to prevent drastic salary cuts and in protecting the teachers from infringement of the tenure law. The Portland teachers are showing their appreciation by joining the organization that is giving them protection.

In speaking of their work the *Portland News-Telegram* says, "With a calm reasonableness that has often been conspicuous by its absence in the discussions of the school directors, these teachers state again the fundamental principle that 'the schools are conducted for the benefit of the children' and protest against a forced retirement of all married teachers or any hasty, drastic action that would disrupt our entire school organization."

The radio talks on educational and economic questions, sponsored by the Portland Teachers' Union, in November and December, met with such an enthusiastic response that another series has been arranged. The new program given every Sunday over Station KWJJ is as follows:

M. W. HOWARD, Principal of Franklin Grammar School—January 24
Child Labor and the Depression
 GERTRUDE GRAVES MARTIN—January 31
Gandhi and the British Government
 DR. HARRY W. LAIDLER, Author and Economist of New York City—February 7
The People's Fight for Electric Power
 GEORGE B. NOBLE, Professor Political Science, Reed College—February 14
The Crisis in Manchuria
 DR. LOUIS AUBREY WOOD, Professor of Economics, U. of O.—February 21
Unemployment Insurance
 JOHN P. O'HARA, University of Oregon, Extension Division—February 28
Isolation, a Vanished American Ideal
 MARSHALL N. DANA, Associate Editor Oregon Journal—March 6
Chair-Warmers
 BEN T. OSBORNE, Executive Secretary Oregon State Federation of Labor—March 13
The Folly of Lower Taxes
 H. M. BARR, Associate Director Department of Research, Portland Public Schools—March 20
The Aborigine Looks at Modern Education

At the February luncheon of the Union, Dr. Harry Laidler, Executive Director of the League for Industrial Democracy, gave a very enlightening talk on *Concentration in Industry*. After the meeting many of the teachers lingered to ask questions of Dr. Laidler.

The effort made by the School Board to have the Portland Teachers take a voluntary cut in salaries failed because the teachers' organizations presented a united front against it. The Board then ruled a forced cut of approximately twenty-five per cent for next fall.

As a result of the Tax Conservation Commission's action in cutting from the School Board's budget the amount allowed for sick-leave substitutes, teachers who are absent are to have the substitutes' pay deducted from their salaries.

Teachers' load has also been increased recklessly. No new teachers are being elected, and the enrollment in some classes has been increased forty per cent.

Miss May Darling, former president of the Union, was elected Vice-President of the State Federation of Labor after a very exciting and close campaign last fall. Needless to say Union members are very proud of Miss Darling's success.

Cambridge Local 195

The Cambridge Federation of Teachers is working to secure a cumulative sick leave rule. It is taking an active part in the work of the state legislature, especially in opposition to the bill giving the city council power over the budget which limits the power of the school board.

The Federation is also cooperating zealously in the unemployment drive.

ANNA L. P. COLLINS.

Washington Educational Union Local 198

Among those members present at a Luncheon-Meeting at the Hotel Burlington, Washington, D. C., were Richard S. Harvey, President, May P. Bradshaw, Secretary-Treasurer, John W. McDill Fox, Dean of Law School of Catholic University, F. A. Woodward, Principal of Holdsworth Gordon Junior High School, Maude E. Aiton, Principal of Americanization School, Mrs. Raymond B. Morgan, Irma Hockstein, Mrs. Richard S. Harvey; and among the guests were Rev. Francis J. Haas, Director of National Catholic School for Social Service, Selma M. Borchardt, Professor and Mrs. Grant and Louise McGuire.

The topic for the meeting was: "Interlocking of Social and Legal Approaches to Current Life Problems". On this subject Dean Fox, the speaker of the occasion, delivered a thoughtful address, stressing the need of facilities for "Americanizing" our native-born citizens by opening for them opportunities to benefit by the same cultural advantages in education now freely offered to the foreign-born. This stricture was not directed toward all our governments, state and municipal, for the Speaker commended Wisconsin as highly progressive in the direction of increasing its manpower through adult education, while among our cities Cleveland received specially honorable mention.

Hitherto the District of Columbia has lagged behind those communities that are pronouncedly forward-looking in their educational policy, since it must be admitted with regret there is an unspanned gap between the night-school and the assured right of grown-ups to engage in similar studies within usual school-hours. At present a construction more ingenious than ingenious may admit of broadening the educational system of the Capital City and letting in the adult as a day-time student; but dependence on such a slender thread as this seems a condition unworthy of the federal city of a great nation, and Congress will be asked to afford relief by adequate legislation.

Chicago Elementary Local 199

The Elementary Teachers Union, in the face of the most trying crisis in the history of Chicago schools, has had a notable year of achievement.

In May, 1931, the vigorous protest of the Elementary Teachers Union against economies recommended by the Cleveland Audit Company was effective in preventing the discontinuance of so-called automatic increases, (an annual saving of \$800,000 in

teachers' salaries), and in opposing the increased size of classes. This was a fight made for teachers in the lower salary group.

The parade of teachers on Michigan Avenue in July and the conference with Governor Emmerson in the Stevens Hotel to protest against non-payment of salaries was started by the Elementary Teachers Union and an account of the demonstration with pictures appeared in all the large cities of the United States and in the capitals of Europe. Later, in July, a meeting arranged by the Elementary Teachers Union in Victor Olander's office resulted in a hearing before Governor Emmerson's Revenue Commission. The Elementary Teachers Union was the first teacher organization to request that such a hearing be arranged. In January, 1932, another conference with Governor Emmerson was held in Springfield at the instance of the Elementary Teachers Union.

Representatives of the Union have conducted an active campaign to obtain payment of teachers' salaries in cash. The two weeks pay received in February, 1932 resulted from a protest by 199's president to the Mayor, who promised, during the conference, that teachers in the future should share with other city employees in the use of city funds for payment of salaries. The appointment of a permanent sub-committee of representatives of the City, Board of Education and attorneys for teacher organizations, to furnish teachers with accurate information on the financial condition of the city, was a forward step.

A representative has been active on several committees of the Chicago Federation of Labor, among them the Schools Committee, Radio Frolics Committee, Radio Committee and the Labor Day Celebration.

During the year, Local 199 joined the five other locals in publishing "The Chicago Union Teacher" of which all union members may be justly proud.

During this trying situation the advice and able assistance of Ex-Senator Essington has been of untold value both in preventing unwise action and in representing the cause of the Union in an effective and dignified manner. His work, more than that of any other individual, has been responsible for the establishment of the Conference of Attorneys for Teacher Organizations. A representative from Local 199 has attended these conferences, held on an average of once a week since last October and sometimes lasting until midnight. In the Stadium Mass Meeting, TO KEEP THE SCHOOLS OPEN, and in the legislative session, notably in the passage of Senate Bill 14 (the Kelly Bill), representatives have been active.

The work of the Elementary Teachers Union was recognized by the other Chicago teacher unions in September, 1931, when its president was elected Chairman of the Joint Board of the Teacher Unions. During the summer vacation, fourteen meetings of the Joint Board were held. During the school year, meetings are held twice each month, on Sunday, from 11 A.M. until 2 P.M., when the Board adjourns to attend the meetings of the Chicago Federation of Labor until five o'clock.

The Union is still confronted with a serious situation. More and more teachers must rally to the cause. More and more members must contribute service to the organization. The Elementary Teachers Union has among its membership some of the most able teachers in the Chicago schools. These teachers are urged to contribute their best to the cause of Unionism, to the establishment of democracy in the schools.

AGNES B. CLOHESY,
President

Grand Forks Local 205

The Grand Forks Teachers Federation issued and presented to the Board of Education in February *An Investigation of Taxes, Teachers' Salaries and Allied Questions*.

With very complete figures and tabulations the Federation showed that any decrease in salary is unnecessary, unjust to the school and the teacher, and unjustified on any basis whatsoever.

The survey pointed out various economies that had been made and could be made without serious detriment to the schools.

The report works out carefully and comparatively the saving to the taxpayer and the loss to the teacher.

A section on "The Teacher and Her Wage" presents a comparison of living costs and salary, of teachers' wage with that of other workers, and a statement of teacher expenditures.

The educational efficiency of the schools is examined and proved to be excellent.

The Teachers' Committee on Taxes and Salary making this study were T. O. Sweetland, chr.; Grace Greenwood, Mabel Neimeier, Lawrence Hanson, Walter M. Loomer, and W. C. Todd.

Chatham County, Ga. Local 207

The Chatham County Teachers Association Local 207 has just won a spirited fight against a 10% salary cut.

The Savannah Board of Education announced after its meeting on January 4 that all principals, senior high school teachers and higher officials, that is all those in the educational department making over \$1800 a year, would be cut 10% beginning the first of February.

The Chatham County Teachers Association Local 207, as soon as its watchful president, Mrs. May W. Cain, had word of this action, got busy and started the fight which prevented the cut.

The Savannah Trades and Labor Assembly and Mr. George L. Gooze, A. F. of L. representative, did valiant service in the teachers' cause. Mrs. Cain says, "We could not have done anything without them. It was because of the affiliated Association that the fight was made." She also adds, "Public opinion, the superintendent, principals, and all think it is due entirely to the Teachers Association which started the fight that the cut was not made."

The members of Local 207 are realizing as never before why they belong to the Chatham County Teachers Association, Local 207 of the American Federation of Teachers, affiliated with the *American Federation of Labor*.

Because of her vigorous leadership in this struggle, the Association has insisted upon the continuance in office of its president, Mrs. May W. Cain.

Voorhis Local 210

Voorhis Local 210 has nearly finished an investigation of conditions among school children in the district. It has interested all sorts of people, principals, teachers, and welfare workers, in the children who are coming hungry to school and the means taken to relieve them. The findings of the study are being published in the Voorhis school paper, together with a constructive program for providing free meals for the children. The paper will be widely distributed in the San Dimas district.

The work has at least stirred up considerable interest in the problem and good is sure to result.

H. J. VOORHIS,
Secretary

Wilkes-Barre Local 211

These are troublous times for teachers as well as other workers in Pennsylvania, but the Pennsylvania locals can report some progress.

The teachers in Wilkes-Barre have had wonderful support from the Central Labor Union and appreciate it deeply. The members of the Educational Committee of the Central Union are co-operating in every way to help increase the membership in this local.

Some of the unions in Pennsylvania which have not prospered for various reasons are being reorganized with the help of the other unions.

Local 211 brought suit against the school district for two weeks salary due on the 1929-1930 contracts and has won the case. Salaries have not yet been paid but the teachers have been told that the district will pay without having to be served with an execution of judgment. School had been started two weeks late in September, 1929, through no fault of the teachers. The board wished to deduct two weeks salary although the teachers had given five more than the one hundred eighty days required in a district of this class.

All the teachers, or practically all of them including those not belonging to the union, have agreed to help finance the costs of the court action.

In the campaign for membership and organizing new unions, the radio has been used effectively and will be used again in connection with labor programs.

With the help of the other labor unions, Local 211 and the other Pennsylvania locals expect to report much progress in the near future.

Jenkins Twp. Local 225

On March 7 Jenkins Township teachers observed the first anniversary of their affiliation with the American Federation of Teachers as Local 225 with an enjoyable dinner and interesting program at the Hotel Redington, Wilkes-Barre.

There were present about 100 members and guests. James A. Dillon, president, acted as toastmaster. Other officers and active members gave talks on the past year's work and plans for the future. Music and impersonations supplemented the program.

Minneapolis Men Local 238

The Minneapolis Federation of Men Teachers, Local 238, has completed its organization and adopted its program of action. Its representatives on the Trades and Labor Assembly and on the Central Committee of Teachers have been chosen.

It is devoting its first efforts to building the membership. It has initiated a campaign of personal interviews with eligible teachers on the basis of one school at a time. Two schools are organized 50% and 75% and a third is now being approached with good results.

It is expected that Local 238 will be a majority group. The local situation in the school is not entirely encouraging and the need of organization is increasingly recognized in our jurisdiction.

Tri-County, Wis. Local 240

On December 15 about 150 teachers of Outagamie, Calumet and Winnebago counties, Wisconsin, met at the Vocational High School, Appleton. By invitation Secretary Hanson addressed the group on "The Need of Organization."

A genuine interest and enthusiasm was expressed and a charter applied for.

The new organization got off to a good start with a representative membership and fine leadership.

We are especially pleased at this extension of membership in Wisconsin.

Positive Health Committee Plans Include Partial Surveys

The promotion of health, physical and mental, in the public schools of America has for some years been of vital interest to the American Federation of Teachers. In the National Conventions of 1929 and 1930, strong resolutions were introduced. In the 1931 convention these again received attention and a national committee was appointed to carry out the provisions of the resolutions. The A. F. of T. Committee on Positive Health consists of Bertha Ferguson, Minneapolis; Ruth Hardy, Brooklyn; Florence Clark, Chicago; Katharyn Tschida, St. Paul.

Miss Ferguson writes the *American Teacher* as follows:

"We hope at least to make a beginning this year. We realize how vast a field is this one of health in the public schools, and we plan to include as an important part of the year's work a survey as complete as our time allows of what has already been accomplished in four important fields—health teaching in the public schools, the services of the American Association of Visiting Teachers, the National Committee for Mental Hygiene, and the Child Guidance Clinics, first established as demonstrations by the Commonwealth Fund of New York City.

"We also plan to supply the *American Teacher* with book reviews and short articles dealing with physical and mental health. We may submit some suggestions which we hope affiliated locals may find helpful. We shall be glad to hear at the 1932 convention that every local does something for the positive health of its school or community."

News of Our Members

Secretary Hanson spent the month of February on an organizing trip which included El Paso, Texas; Bakersfield, San Francisco, Taft, Monterey, Vallejo, San Jose and other California places; Reno, Nevada; Salt Lake City and Provo, Utah; and Denver, Colorado.

President Linville addressed the annual meeting of the National Society of College Teachers of Education in Washington, D. C., February 19.

Former president Mary C. Barker represented the American Federation of Teachers at the South Central Labor Congress which met at Meridian, Miss., April 4, 5 and 6.

Among the more important subjects discussed at this conference were: Ways and means of stimulating employment; Expansion of organizing activities in this group of states; Anti-injunction Legislation; Payment of Prevailing Wage Scales on Federal Projects; Legislative Relief and Labor Laws; Combating Communism and Company Unions.

Former president Charles B. Stillman is chairman of the Joint Conference Committee of Chicago teachers organizations. He has led the fight for pay days and against salary and school activity cuts so ably as to evoke the admiration and gratitude of the educational force and to win the respect of his opponents.

Vice-president Amy A. Fox, Minneapolis Local 59, is secretary of the Salary Committee of the Central Committee of Teachers of Minneapolis.

Vice-President Lefkowitz was one of the speakers at the National Vocational Guidance Conference in Washington on February 16. His topic was *Labor, Vocational Education and Vocational Guidance*. We hope to print this address in a later issue.

Miss Mary Hicks, Bainbridge, Ga., A. F. T. member-at-large, is promoting the Five Day Plan of National Taxation. Write to her for particulars.

Mrs. R. B. Whitworth, financial secretary Atlanta Local 89, for nine years principal of the Fair Street School, became principal of the Tenth Street School at the opening of the new term.

Mrs. Florence Curtis Hanson, Chicago Local 3, is a candidate for trustee of the University of Illinois at the coming election.

At a breakfast meeting on Feb. 19th, during the annual conference of the National Vocational Guidance Association held in Washington, D. C., Florence E. Clark, member of Chicago Local 3, discussed the project, which she had been engaged in during the past year at the request of the national association, the preparation of a book on *THE PRINTING TRADES AND THEIR WORKERS*. This is the first of a series of occupational pamphlets and books, sponsored by the National Vocational Guidance Association, and intended for the use of vocational advisers, personnel workers, and others doing guidance, throughout the United States.

Miss Lillian Herstein, Chicago Local 3, gave two addresses before the Oakland County Teachers Institute at Pontiac, Michigan, February 13. The topics were, "The Role of the School in Contemporary Society" and "Education for Peace."

Miss Herstein also gave these two addresses at the Macomb Teachers Institute, Mt. Clemens, Michigan, on February 15.

Dr. Richard S. Harvey, president Washington Local 198, has recently taken over the directorship of Harvey Institute located at 2129 Florida Ave., N. W., Washington, D. C. The Institute offers preparation under a staff of trained instructors for Foreign Service and the Executive Departments of the Federal Government.

Lucien Koch, Local 194, director of Commonwealth, will visit Chicago, Milwaukee, Madison, St. Louis and possibly Kansas City in late April and May. Friends of Commonwealth who can help arrange lecture dates with organizations, as well as discussions with informal groups, are asked to get in touch with the college office. In addition to the cities named, meetings will be arranged in nearby towns when possible.

Miss Selma M. Borchardt, A. F. T. Legislative Representative and Vice-president, was one of the 48 leaders of American workers from every state in the Union, who under the direction of Edward R. McGrady, legislative committeeman for the American Federation of Labor, on March 25 made a personal canvass of every member of Congress, protesting against passage of any bill to slash the salaries of Federal employees.

Professor Jesse H. Holmes, Swarthmore College, and Henry W. Hetzel, both Philadelphia Local 192, will represent the American Federation of Teachers at the Thirty-sixth Annual Meeting of The American Academy of Political and Social Science in Philadelphia, April 15 and 16.

Secretary Hanson addressed an audience of 1,500 teachers and trade unionists at the high school auditorium in Decatur, Illinois, January 29, on the subject, "Education's Hope Is Unionism."

The meeting was held under the auspices of the Decatur Central Labor Union.

Miss Barbara C. McGlynn, Wilkes-Barre Local 211, has been speaking over Station WBRE on the regular weekly program sponsored by the Wilkes Barre Central Labor Union. Her subject was: *The American Federation of Teachers—Why a Teachers Union?*

Who's Who in This Issue

J. M. Graybiel, M. A., University of California; civics teacher, Loomis High School, San Francisco; vice-president, San Francisco Federation of Teachers, Local 61.

Michael B. Scheler, author of *Position of Woman in Modern Society and Russia Today*; contributor to national periodicals, including *Current History Magazine*, the *Annals*, *Progressive Education*; translator and teacher.

Mark Starr, leader of Workers' Education movement in England, author, lecturer, now visiting America as student of social and economic conditions.

Marjorie G. Park, Chf.,
Order Division,
State Historical Soc. of Wis.,
Madison, Wis.

American Federation of Teachers

506 South Wabash Avenue
CHICAGO, ILL.

The American Federation of Teachers

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

The American Federation of Teachers

desires to co-operate with all civic organizations for improved civic life.

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

Our Slogan Is:

Democracy in Education: Education for Democracy

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