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No. 8

Into the Fire!

THERE is widespread unemployment. This and the depression which is both the cause of it and caused by it are the result of a lack of purchasing power of the people. Apparently no one denies this statement of fact and all agree that something should be done about it.

So serious has the situation become that our business leaders are organizing themselves into committees of one hundred, committees of seventy-seven and all kinds of numbers, whose purpose is to establish super-governments to supersede the regularly constituted authorities. The idea seems to be that the whole economic collapse has been due to high taxes and governmental extravagance and that therefore government officials must have taken from them their normal functions as well as the handling of the special situation.

Let us consider both the personnel of these self-constituted supreme councils and the things they intend to do for what ails us.

Just who are these supermen who are telling the duly elected officers how to do their jobs? They are the big butter and egg men who have been making such a conspicuous success of operating the industries of the country the past few years.

Usually they are led by the bankers who have done their own job so well that only about half the banks of the country are closed. We shudder to think of what might have been the case if the banks were not on the dole to the extent of two billion dollars direct relief from the federal government. We have entrusted our money to these Napoleons of finance and have lost it. Should we now hand over our governments to them? We have taken their advice in all financial and investment matters because we believed and they admitted they were infallible. We bought stocks and particularly bonds which they advised us to buy and received a commission for selling to us. We even bought on their advice some billions of dollars worth of worthless foreign securities. After our experiences in following their advice about things they ought to know, we are asked to take their advice on how to operate our public institutions, a new field in which even they do not claim to have special qualifications.

Then the owners of the great newspapers are usually represented in these supergovernments. Yes, the same newspapers who gave us such good advice before the depression after having warned us it was coming and have had us patiently waiting at the corner for the return of prosperity for more than two years, instead of advising us intelligently what active measures we might take to get out of the slump.

All the great industries are represented on these committees by their captains who have done so well in their own businesses that their market values have not shrunk more than eighty per cent in the past three years.

What solution do these committees offer for the unemployment and depression problem? Astounding as it may seem, the remedy is to create more unemployment by discharge of public employees and to decrease the purchasing power of the public by lowering wages and eliminating essential governmental functions. Though this may seem illogical and almost incredible, could much better be expected from the leaders who have made such a mess of industry?

It does not seem to have occurred to any of them that it is not the machinery of government that has broken down but the machinery of industry. Surely no one would contend that industry is creating the wealth and providing the employment that the resources of America and the resourcefulness of Americans could make possible. The richest and industrially the most advanced nation in the world has produced enough to operate all the public institutions we have and is capable, with the progress of the past few years, of producing immensely more. Why do they not put their industrial machine in order so that all may have more comforts and luxuries and better schools and other public institutions?

All must agree that it is time something was done about the present deplorable conditions. With the breaking down of the industrial system, the archaic taxation system has failed. It needs revision. But why should the representatives of only one group, the extremely wealthy, who suffer much less in a period like the present than any other group, be permitted to muscle in and become what would amount to a plutocratic dictatorship?

In any community where conditions warrant a survey and revision of public affairs why should not all classes be represented in making such a revision? Certainly labor and especially unemployed labor, who are the greatest sufferers from present conditions, should be represented.

In educational affairs the teachers who presumably know something of educational matters should be represented.

These governments of ours belong to all the people, not to a few of the largest taxpayers or as is often the case the biggest tax dodgers.

Let the teachers and other laborers in every com-

(Turn to page 8)

Educating the Masses for Leisure

William Edward Zeuch, Ph.D.

THE CHRONIC unemployment in Britain and in Germany since the Great War and the state of unemployment in the States the past three years have forced to the fore educational problems that we have more or less dallied with heretofore. The millions out of work by their very idleness reveal glaring weaknesses in our present day education.

The past two months I have been in Wales studying workers' education. A considerable part of that time has been spent in the Rhondda, the famed mining center. In one section of the Rhondda with 45,000 miners I found that 20,000 had been completely unemployed since 1926 and that the 25,000 who were employed were working only four days a week. Thus there was really full time employment for only 15,000 of the 45,000 miners; 30,000 men are out of work in that area every work day.

In the same district a confidential report of the school authorities reveals that every year approximately 2,200 boys finish the elementary schools. The government has established an official agency to place these boys in industry either locally or elsewhere in Britain. Last year (1930) only about 450 boys were placed despite the efforts of the governmental placement agencies. That means that 1,750 youth were left jobless. This sort of thing has been going on in the district for years. The Rhondda is overrun with these unemployed youngsters. It is nothing uncommon to find young men of 24 or 25 years of age who have never had a steady job in their lives.

The interesting thing to the educator is that the education received in the past by the older miners now unemployed as well as the present day education received by these unemployed youngsters has not been an education that fitted them to take advantage in any constructive way of this enforced leisure. The education of the masses for the past hundred years, or since we have been educating the masses, has been to enable them to acquire knowledge or to earn a living rather than to live a life. Consequently these unemployed, old and young, are for the most part rotting in idleness.

The problem in Wales today will probably be our problem in the States tomorrow. It is only reasonable to expect that the solution of unemployment derived from improved machinery, mass production, and scientific management will be found eventually in a shorter work day and a shorter work week. During the past century we have seen the work week decrease from eighty to forty-five hours while the standard of living of the workers increased greatly. Once our society has developed intelligence enough to enter upon a planned economy it is inevitable that workers will be a more leisured class. That presents an immediate challenge to educators. How are we to prepare workers for a constructive use of leisure?

So far as workers of the older age groups are concerned it is probable that not a great deal can be done to educate them to lead a fuller life. To be sure we have done practically nothing in the States as yet in the way of adult education. Undoubtedly much can be done for limited sections of the older age group through adult education but for the larger mass I am of the opinion that we will have to develop some sort of adult enter-

tainment—some sort of wholesome mass amusements. This will enable us to concentrate our efforts during a transition period upon developing in the elementary schools more of an education for leisure.

That newer education for leisure must necessarily run counter to some deep-seated prejudices not only among our people but among educators themselves. It will appear rank heresy to preach social salvation by constructive leisure to those inured to and enamored of the idea of social salvation by hard work and plenty of it. But an era of comparative economic abundance demands a somewhat different education than does an era of economic scarcity. Scarcity requires labor while abundance opens the way for other creative impulses.

For years progressive educators reacting against education merely to acquire knowledge or to earn a living have demanded an education to release the creative impulses of the child for the child's sake; they have been advocating the efflorescence of the personality for the sake of the individual. The growing and imminent greater leisure of the masses now leads us to demand the same flowering of the personality through creative education for the sake of society. The growing enforced leisure of the masses is dangerous to the individual and to society unless our education from infancy onward prepares for a creative or constructive use of that leisure.

Education for leisure means an education that gives release to the creative and constructive capacities of the individual, an education that brings out and fulfills the personality regardless of whether the activities of the individual are economically valuable. It will be an education without a dollar sign. People will not ask, "Does this lead to a better job?" but rather, "Does this make life more worth living?"

As I see these unemployed youngsters milling up and down the valleys of the Rhondda not knowing what to do with themselves I think, "What a condemnation of the education they have received." With all the time in the world they do not know what to do with themselves. What good do cube root, historical facts, geographical locations, physiological data, and the other miscellany of most elementary education do these young men? Would it not have been far better for them had their education had less mathematics and more music; less geography and more dancing and athletics; less study of bones and alimentation and more of drawing, painting and modeling; less of grammar and composition and more of reading and theatricals for pleasure; less of orthography and more of gardening, landscaping and construction work just for the sheer joy of such creative work? Had these young men received such an education in the elementary schools, their lives during this period of enforced idleness and in the greater leisure that the future is bound to bring them would not be such a boredom of inactivity. Had the elementary education here in Wales striven to release the creative, expressive resources within each child, this period of leisure might have been a source of happiness to each and every one.

We of the States observing such situations as that here in Wales and taking thought of the greater leisure in store for our own masses would do well to begin to insist upon some fundamental changes in the character of our own elementary education.

These Are Not Fads and Frills

Florence E. Clark

IN THE MIDST of personal suffering and distress, which wage cuts, early-closing of schools, non-payment of salaries have brought, union teachers are aware of certain perils to the schools in general. These are the threatened curtailments of all those new progressive features, slowly introduced into some school systems over the past ten to twenty years, which have been helping to shape and modify the school system of an earlier period to the needs of the social and economic life of today. Union teachers ever have faith that they will eventually see school systems molded to the needs of the day in which they are functioning and more, that the schools will be developing a youth so free, so critical of present wrongs and injustices, and so courageous to correct them that a new society will eventually evolve.

Forces in the name of economy are now attempting to seek out and destroy these newer developments of the schools, these so-called fads and frills, because they are "new". Since they have been introduced last and because they were not heard of in a school twenty years ago, in some localities they are doomed to go.

It would be enlightening to get the reactions of these men and women who are raising the hue and cry against the new developments in education to ask the women to go back to the kerosene lamps, the wood-heated cook stoves; their husband to the management of factories with hand-operated machinery and of offices where no typewriter, no adding machine, no telephone exist; to ask both to spend a holiday in a vain attempt to reach the country in a horse-drawn buggy. It would be of real interest to get their reaction if in the case of critical illness in their family only doctors who knew nothing of recent researches in medicine and surgery were permitted to attend the sick one.

What are some of these newer developments which certain forces are seeking to destroy? In a recent article in the *AMERICAN TEACHER** Miss Hardy discusses some of them. The child guidance clinic combines the services of many of these specialists, the psychiatrist, psychologist, visiting teacher, educational and vocational counselor. Most school systems as yet have never financed adequately all the specialists. What has happened is that in small cities a psychologist may be added or a visiting teacher or a vocational counselor who is also a social worker. These workers have struggled with the task of helping to individualize a school system which has grown increasingly unwieldy, with its large classes, large school buildings, and a more-than-ever heterogeneous school population. Just as the usefulness of their work is showing results and they have demonstrated that some of the evils of the factorization of the schools can be corrected, they are to be eliminated.

The Psychologists Are Needed

Talk of the elimination of these specialists comes at a time when their need is the very greatest. Industry and business have shut their doors to young people. They are crowding back into the schools as never be-

fore, boys and girls with a wide range of mental ability and of social and economic background. Every educational device and tool are needed to sort out the various groups so that they may be taught most effectively—and economically. It is not unheard of to have retained in some senior high schools these days boys and girls, compelled by the Compulsory Education Laws to be either at work or in school, whose mental measurements show a range of intelligent quotient far below "normal". A division room in a senior high school in a certain large city in the middle west contains thirty students with intelligence quotients ranging from 52 to 76. Sorted out as they are, with the teaching adapted and modified to their needs, the students are benefiting from their school experience perhaps as much as those in the upper ranges. With no such grouping and individual study, the time of students and teacher is wasted. These students will form a portion of the voting population in a few years. A democracy dare not neglect their education.

Vocational and Educational Counselors Are Needed

Industry and business have shut their doors to the young people of today and of several years to come. The counselor of today can not guide the youth into industry and business—his task has become increasingly difficult. He must build up the morale of the youth who is already becoming discouraged because of lack of opportunity, who is already growing unemployable. England faced this problem of guiding unemployed youth after the war and planned for it in various ways. The United States, which has always placed great faith in the education of the masses, does not dare to scrap its constructive educational equipment when its need is the greatest. The task of the counselor today is largely educational: to help young people to find use for their unemployed time in ways that make for a future productive citizenship; to help them select educational courses; to assist them in understanding this strange economic chaos, which is blocking their development.

Visiting Teachers Are Needed

What is the depression doing to the children in this land? Physicians are already noting a change in their physical development.* We have not yet begun to measure the effects on their social conduct or in their mental health. Broken and unhappy homes, discouraged parents, inability to get jobs and "to earn an honest living" will soon find expression in the statistics of the police and juvenile courts and of the institutions for young offenders. The social worker in the school, the visiting teacher, if allowed to function, will do much in the prevention of juvenile delinquency and juvenile crime. She will do much also in creating mental health. No one sitting day after day in a school office or visiting in the homes, hearing the stories of evictions, lack of food, mental stress in families can doubt that some positive force is needed to check the devastating effects of the "depression" upon children. The schools if allowed to

*The Child Guidance Clinic by Ruth Gillette Hardy. The American Teacher, February, 1932, pp. 7, 8, 22.

*Some Urgent Problems in Child Health by Professor Anton J. Carlson. The American Teacher, Feb., 1932, pp. 5, 6.

function as well even as they have in the past year will do much for children whose environment is so chaotic that their world seems rocking on its foundations. It has much to offer in building up a sense of security and happiness in such children as Angelina who fainted on the way to school because she had slept in an unheated room (the family possessed only one stove), was malnourished, and had had no breakfast because she could not choke down the dry bread. The visiting teacher is trained not only in the use of social agencies but is charged with the duty of helping the child to adjust to his new and unprecedented problems.

Some citizens see the relationship of schools and social behavior. Rodney H. Brandon, Director of the Illinois State Dept. of Public Welfare, talked recently on "The Cost of Crime". He pointed out the alarming increase in the population of the state prisons in Illinois. "In 1920 55 felons for every 100,000 of the population were incarcerated, but the figure by 1930 had increased to 111 per 100,000, or a total of 10,600 male felons and 134 woman felons." He suggests a part of the solution when he says: "Less than one per cent of the men in prison in the state are graduates from high school, although probably more than 25 per cent of the men and women of Illinois are graduates from high school. Did you ever realize before that a high-school diploma is practical immunity from prison? . . . A

composite picture of the man in prison is made up of the homeless, schoolless, workless boys of ten years ago now grown to manhood."

Union teachers in this crisis besides defending their own wage scale and hence their standard of living, are concerned with the social and economic work in which they and the children find themselves today. They challenge the right of ignorant and selfish interests to dictate what parts of the educational set-up shall be eliminated. They challenge the right of the school board of Spring Valley, Illinois, and their ilk to discharge the superintendent with several teachers and to raise the pay of the athletic coach who advertises the town with his champion team. They deny the ability of such organizations as the Western States Taxpayers' Association to decide what is an "adequate curriculum" and what "frills and non-essentials" shall be eliminated.

Teachers and the educational supervisory staff are the experts who shall decide what parts of the school system are antiquated and need to be scrapped. Does the public dictate to the surgeon what instruments he shall use or what technique he shall employ when he is saving a patient's life? The skilled surgeon alone is the judge. The time will arrive when teachers like the surgeons will be the sole dictators of what educational tools and techniques are essential to bring the young persons of this nation to a perfect, healthy development.

Education and Racial Adjustment

O. Myking Mehus

LAST summer it was my privilege to be present at the Peabody Conference on Dual Education which was attended by sixty southern education leaders, representing sixty institutions located in thirteen southern states, for the purpose of considering the opportunity and obligation of southern educational institutions, both colleges and public schools, to make a constructive contribution to the South's peculiar problems of race relations. The conference, held at George Peabody College, Nashville, Tennessee, July 20-23, 1931, was sponsored by the following southern educators: Bruce R. Payne, President of Peabody College; Frank Graham, President of the University of North Carolina; Willis A. Sutton, Superintendent of the Atlanta Public Schools and President of the National Education Association last year; R. E. Blackwell, President of Randolph-Macon College for Men; Robert H. Wright, President of the Eastern Carolina Teachers College; S. M. N. Marrs, State Superintendent of Schools, Texas; and James H. Hope, State Superintendent of Schools, South Carolina. The Carnegie Corporation of New York made a special grant which financed the conference.

A very cordial and wholesome atmosphere prevailed during all the discussions. Everyone present seemed to be sincerely anxious to help bring about a better understanding in race relations. It was pointed out by one of the leaders at the conference that the Negro was entitled to equal educational opportunities with the Whites, the right to earn an honest living in industry and business, and justice under the law. It was further pointed out that racial misunderstanding and racial prejudices can best be eliminated through education.

At the opening session of the conference N. C. New-

bold of the North Carolina State Department of Education gave a summary of a study conducted under the auspices of the National Education Association. The purpose of this study was to find out what contribution the colleges of the South are making toward intelligent interracial adjustment through their curricula, on the platform, in voluntary student activities and otherwise.

This study embraced 155 colleges in 16 Southern states. It showed that there are 39 colleges that give specific courses in race relations and 76 colleges that give correlated treatment of race relations in sociology, history, and other subjects. Thirty-eight colleges reported other race relations activities. Twenty-five books on race were published by faculty members and twenty-four other books are ready for publication, while 47 articles have been written. In these colleges 14 doctor's theses and 44 master's theses have been written by students.

In commenting on these figures, Mr. Newbold said, "These totals, surprising as they are, undoubtedly understate the case. Not only are there many other institutions from which no reports have been received, but in a number of cases the data afforded was fragmentary and inadequate. We can be sure, therefore, that the actual facts are even more encouraging than these figures indicate." The institutions that are doing especially good work in race relations include the University of North Carolina, Peabody College, Duke University, University of Virginia, the North Carolina College for Women, and the Sam Houston State Teachers College.

The success of the conference was due to a great extent to the excellent work done by R. B. Eleazer in making all the arrangements and plans so that everything

went along smoothly. Mr. Eleazer is the Educational Director of the Commission on Interracial Cooperation of Atlanta, Georgia. He gave an address at the conference on "The Quest for Understanding," in which he pleaded for intelligence in dealing with race relations.

He pointed out that the so-called intelligence tests are really tests of educational opportunity rather than pure tests of pure native intelligence. These tests showed that the Negro soldiers of New York averaged higher than the Whites from Alabama. This does not prove the superiority of New York Negroes over Alabama Whites, but rather that their opportunities have been better. He condemned the "lumping" habit, which means the assumption that the misdeeds of individual negroes are racial, so that when one negro commits a heinous crime the whole race is condemned. The whole white race is not maligned when a white man commits a serious crime. The same rule should hold for both races.

In discussing the educational opportunities of the Negro in the South Mr. Eleazer gave some significant facts. He showed that in 1930 eleven Southern states spent for public schools an average of \$35.42 per year per white child enrolled, as against \$12.57 for the colored child. In South Carolina the respective figures were \$60.06 for the white child and \$7.84 for the colored; in Mississippi they were \$45.34 and \$5.45.

Mr. Eleazer continued: "But even these figures do not tell the whole story. Within these averages there are unbelievable extremes. In Alabama, for example, where the averages for the state are \$36.43 for the white child and \$10.09 for the colored, there is one county where in 1924 the figures were \$57.00 for the white child and \$1.51 for the Negro! In hundreds of counties in several states the proportion runs as high as ten to one, or twenty to one, in favor of the white child. In the light of these conditions the teacher of civics might well be asking his students why we started public schools in the first place—to educate the children of the well-to-do, or the children of the poor? Do we discriminate thus against the children of white people who pay no taxes? Is not the Negro's relative poverty a sufficient handicap? Shall we further penalize him for it by denying education to his children? And if we do, what sort of citizenship may we expect from them?"

Dr. Edwin L. Clarke, professor of Sociology at Rollins College, Winter Park, Florida, spoke on "Education for Race Cooperation" and gave some very practical suggestions that can be used in the grades, high school, and college classroom. He urged that every student become acquainted with the "Crisis" and "Opportunity," the leading Negro magazines dealing with race problems. He said it was desirable, where local sentiment permits, to have a Negro speak to the class occasionally, and to have the class take trips to Negro schools, churches, business districts, and social agencies when these are of high standard.

He emphasized that the student should be led to formulate scientific views and attitudes. "This will mean," Dr. Clark said, "that he will get over what social scientists call the 'lumping fallacy.' He will learn that Negroes are not all alike, and that it is a mark of gross ignorance or extreme prejudice for one to assume that they are."

Dr. Clarke pointed out that at the present time it is unproved that the races differ significantly in native ability and that limitations are imposed upon intelligence

tests because the different racial groups have unequal access to the data on which they are based, and that different racial groups have unequal incentives to do well at the time of taking the tests.

A comprehensive outline for a course in race relations in history was given by Dr. W. C. Jackson, Vice-President of the North Carolina College for Women, Greensboro. Dr. Guy B. Johnson of the Sociology Department of the University of North Carolina outlined a course in "The Negro" that has been given for several years at that institution. Dr. Jackson said that the course he offers causes more comment in the college community than any other course given and that the students are greatly interested in it. He believes that a course in "Race Relations" should be given in every southern college. The members of the conference concurred in this view.

A need for the objective attitude in studying race relations was stressed by Howard W. Odum, Director of the Institute for Research in Social Science and Professor of Sociology in the University of North Carolina. He pointed out that in the study of race and race relations and in the study of the American Negro, sociology finds one of its richest opportunities. Dr. Odum said, "It has been proverbial that the southern white man really knows very little about the southern Negro, and it has been proverbial that we have assumed many facts, many situations, and many relationships to be quite different from what they really are. The sociological approach, therefore, is of particular importance in the matter of research and study, so that our practical theories and programs may grow out of actual situations and factual findings."

Dr. Odum said further, "A desirable goal would be to bring about a situation in the South in which we look at the Negro and our race problems instead of feel about them—at his remarkable contributions in folk music and folk song and in other aspects of creative effort; at the unusually attractive personalities of the Negro common man, instead of feeling that he is a person of the opposite sort; in which we center our intellectual activities toward objective processes rather than subjective emotions. It has been our universal experience in the classroom that the rate of progress among students in courses and discussions of the Negro and Negro problems has been more marked than in other subjects in proportion as we have been successful in having them follow this general procedure."

"Courses in Dual Education in Teacher-Training Institutions" was discussed by Dr. Dennis H. Cooke of Peabody College. He told about the course that has been given at his institution since its founding. A special course was organized in the summer of 1931 for school superintendents entitled "Problems of Dual Education in the South." The Julius Rosenwald Fund gives a scholarship to one county superintendent from each of the fifteen southern states so they may have an opportunity of taking this course. The beneficiaries of these scholarships are selected by the state superintendent of public instruction and the state agents for Negro schools.

Dr. Isaac Fisher, Y. M. C. A. Secretary of the Hampton Institute, spoke on "The Negro—An Untapped Resource in American Life." He pointed out what the Negro has contributed to American drama, music, art, medicine, science, government and industry. He stressed that, since

Negroes have accomplished something in these fields while working under severe handicaps, they can accomplish a great deal more if given better opportunities to develop their talents. He said that the Negro is an untapped resource that the American people should develop in order that he may be a real asset to his country.

The concluding word to the conference was given by Dr. Will W. Alexander, Director of the Commission on Interracial Cooperation of Atlanta, Georgia. He spoke on "The South's Opportunity" and said in closing: "It is doubtful if southern white leaders have any greater opportunity than in contributing to the solution of this problem. In the long years to come, the success or failure of the civilization of the South will be determined by its dealings with the questions involved in its bi-racial population. If we can approach this task with confidence, imagination, and long-time statesmanship, we shall be worthy of a high place in the estimation of future generations. If the best South finally prevails in the solution of this question, our position is safe. This is our great opportunity."

It was truly an inspiring conference and one that will surely bring good results. If the best minds in the South attack this problem with sympathy and understanding a solution of our race problem will be worked out that will bring about a greater South for both Whites and Negroes. We cannot ignore the challenge—the problem is here and we must face it with courage, patience and intelligence. America has solved other difficult problems in the past. I have confidence that we will solve this problem too in such a way that all our citizens, both white and black, will have an opportunity of living a more abundant life here and now.

[Those who desire a complete report of the conference on "Dual Education in the South" may secure it from the Executive Committee of the Conference, 703 Standard Building, Atlanta, Georgia.]

Into the Fire!

(Continued from page 3)

munity insist upon real representation in any group that attempts to supplement the regular governmental authorities even in an advisory capacity. Let them insist upon such representation even to the point of refusing to cooperate if such representation is denied.

Let's elect public officials capable of performing their official duties who will actually perform them as representatives of the whole people and will not supinely turn over their powers to any self appointed group representing one class of the community.

And this above all, let's have no indiscriminate and hasty discharging and wage cutting or curtailment until careful planning will show us in advance whether it will improve matters or make them worse.

The frying pan is bad enough.

Argentina 'Phone Operators and Teachers Launch Strike

Buenos Aires.—The teachers' directorate of Argentina ordered a 12-hour walkout because overdue salaries had not been paid.

The telephone operators, who demanded a 44-hour week, no more 11-hour shifts, and the reemployment of all workers dismissed for reasons of so-called economy, declared they would strike if their demands were not met.

Every Member Get a Member

On April 15, 1932, the American Federation of Teachers was sixteen years old. On May 9, 1916, it was chartered by the American Federation of Labor as an international of that body, having jurisdiction over the teachers of North America.

As a protest against the abuses of power that had grown up in school administration, as a means of combatting the autocratic domination of the schools by special interests and as an expression of the social vision of a few teachers who were thinking in terms of community interest and social progress, this new union offered itself to the teachers of America. Like their fellow trade unionists these teachers recognized teacher welfare as fundamental to professional progress. These far-sighted pioneers watched with pride their growing numbers, their widening influence and the increasing interest in this movement which many thinkers regard as patricularly significant to the future of education.

During these sixteen years the motto of the American Federation of Teachers, *Democracy in Education—Education for Democracy*, had become more than a phrase; it had become a growing reality.

In actual accomplishment are to be noted revision of salary schedules upward, reduction in the size of classes, some sound tenure laws, retirement systems, sabbatical leave for teachers, increase of school revenues, wider use of the school plant, free text books, better enforcement of the school laws, teacher participation in administration, cooperation between boards of education and superintendents and committees representing the teaching body, successful opposition to the exploitation of the schools for propaganda.

These illustrate some of the progress made in organized communities by the American Federation of Teachers with the help of Organized Labor. It was fast moving to its goal when the "economy" wave struck. An organization founded on such principles and working for such objectives is needed now more than ever before. This attack upon the schools must be met by devotion, unity, solidarity. As an organized method, the only effective method of combatting the present attacks on the schools, the American Federation of Teachers commends itself. More socially minded teachers must be informed of its work and invited to join its ranks. The activities of this organization devoted to the cause of the teachers, the schools and humanity must not be curtailed or abandoned for lack of support. The friends of the movement, who realize the significance of its aims, must aid by enrolling new members.

EVERY MEMBER GET A MEMBER!

Teacher Union Urged by Labor

Kalamazoo, Mich.—The executive board of the Michigan Federation of Labor has been authorized by the state convention to interest teachers of the state in organization, not only because of the benefits to be derived, but because it would restrain school boards from cutting teachers' wages.

It was declared that if teachers' salaries are cut, the effect would revert back to labor. The convention authorized immediate wires to Senators Couzens and Vandenburg, urging their approval of the injunction relief measure.

The President's Page

Dr. Henry R. Linville

What Shall Be the Answer of the Schools?

A short time ago an Influential Educator said in a company of responsible school men that within the coming year public school systems must meet the challenge of apparently necessary reductions in expenditures. How shall this challenge be met? Some say by issuing a counter challenge to the holders of great wealth to stand and deliver! But suppose the challenge to the schools is made with the implication that they have been wasteful, or that public education is not worth what it costs?

The "Influential Educator" was not thinking of counter challenges. He was disposed to accept situations as he saw them, and did not have it in mind to question the right of the practical business of our cities to say with finality whether or not the public schools are yielding results commensurate with their cost. Being a daring person, he was willing to undertake to prove that the schools are doing a worthwhile job, and one that is perhaps better than the "reductionists" may think it is.

Do We Know the Answer?

And if so, are we willing and ready to give it? Before we can deal with the answer itself, must we not recognize the fact that the nature of the answer will bear a very close relationship to the points of view of those who put the question as well as those who receive the answer? We must also recognize the fact that there are at least two answers to the question, one of the kind that might convince and please the practical business men in key positions in every community; the other, of the kind that might not please them and might even disturb them.

Which Shall It Be?

If we were good political platform makers, we might give the answers to sections of the public where each would do the most good. But being simple folk, and without guile, it would be useless to try to dissemble.

One Answer

The public school is the social institution through which is transmitted to the on-arriving generations the best traditions and culture of our civilization and of other civilizations of the past. The public school is the medium through which organized society, at least in America, may immediately and effectively convey to the

young the ideas of current significance which national crises develop. Without the public school as a resource in disciplined personnel for eventually meeting the threatened problems or catastrophes of the present generation of adults, we should be inclined toward despair.

Even the radical among us recognize the beneficent by-products of such formal public education as stimulates the mind of youth to stretch itself to comprehend intellectual problems, and to become nimble enough to examine and analyze the intricate in thought and actuality. And even the conservatives of goodwill who believe in the everlasting right of profit may yet trust that through the schools the young may usher in a civilization with less selfishness and less cruelty than ours manifests.

An able educational writer, Prof. George S. Counts, has said, "The public school is the American road to culture." It is also America's bulwark of safety and its enduring pride. It is the accepted symbol of our democracy!

The Other Answer

It is granted that the public school is our best organized social agency for insuring the stability and the continuity of our civilization through the generations. In fact, it is the only one we have. Before the days of the public school, the sources of general understanding among the people were limited; and they were based largely on authority. Today we are still under the spell of authority in all realms of thought and experience. But the number of us who question the accuracy of authority, and the authority of authority, is increasing more rapidly than ever before. Undoubtedly the general education of the people through the public schools, as they have drawn our minds toward the contemplation of the truth of nature, the discipline of thought and the power of ideas, has as a natural by-product made us less susceptible to the dictation of those who rule by authority and by fear. Yet public education in America is not without its incubus of authority and tyranny. It cannot be denied that authority puts upon the schools the restraining influence of conformity to a pattern which tradition has found to be safe for tradition.

There Is More to the Answer

Among those who realize the profound influence of the public school on American thought, there are many powerful persons on educational boards and elsewhere who believe that by ordering situations so that only ideas of conservative connotation may be offered to the minds of children through the aid of teachers who accept such ideas, the continuance of a certain social order

may be insured. Similarly there are radical folk who believe that whenever the opportunity offers, their followers should order situations for imposing their own ideas on the minds of the children. There is no observable difference in the technique of these two exploiting groups. Preconceived notions of what truth is, identical convictions of solemn duty, and a common reliance on a dictatorship of power inspire both. The difference that most persons imagine is that one is "respectable," and the other is not.

How May We Rescue the Public School from Its Exploiters?

In the first place, those who want to see the public school continue effectively in its profound function, that of educating the children, must direct their minds to the nature of education itself. We know that *growth* is the evidence that education is taking place; *growth in initiative, growth in capacity, growth in skill, growth in understanding, growth in character, growth in power, growth in the effectiveness of all coordinated abilities.* The public school does not do all of this job, but it might improve on what it does now, if there were more of the condition of *freedom* in the organization of the school and in the attitudes of its administrators and its teachers—*freedom with responsibility.* Our minds range so narrowly within the concepts we hold from time to time that we fail often to make effective and workable connections between such ideas as *freedom* and *responsibility.* We fail also to see the weakness in the position which exploiters demonstrate when they claim the right to propagandize, because "everybody is doing it."

We Need More of Knowing How

Perhaps just because the school has not yet been able to do its job well, we cannot yet break through the confining walls of our concepts and organize the public school on an effective basis for promoting *growth.* But the public school is not the ultimate source of ideas. It is rather the created product of our thinking. If that analysis is accepted, we must develop among ourselves in the union movement greater interest in dealing with the educational work of the public school. We must also strive to prevent exploitation.

This may be just the time at which to interpret the public school to the practical business men who up to the present have dictated, or approved, school expenditures. It may not be a bad time, also, to start some thinking. With all the good that the schools have done, they have *not* done much to improve our thinking.

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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Listen in

All our Chicago readers and those owning radios in reach of WCFL, the station operated by the Chicago Federation of Labor, should be interested in the daily broadcast by O. David Zimring, Director of the Labor Bureau of the Middle West.

Mr. Zimring is working with the Committee on Public Information of the Chicago Federation of Labor to find out what is what in the Chicago taxation muddle. The public is getting some interesting information about some of the men who have set up a conspiracy to belittle and curtail essential public services in Chicago in order to escape their proper tax burdens.

While the broadcasts are dealing with the situation in Chicago, they are pertinent in every city in the United States for each one is faced with similar problems.

The radio talks are made each evening at 6 o'clock standard central time or seven o'clock Chicago daylight saving time or eight o'clock eastern daylight saving time.

Julia C. Lathrop

Julia C. Lathrop's long life of valuable service ended April 15 when she died at Rockford, Illinois, where she was born and spent her early and late life. Her first two years of college was spent at Rockford and then she went east to Vassar. In 1899 when she came to Chicago to live at Hull House with Jane Addams and her associates, she became attached to the group that was described by Zona Gale in a recent issue of the Survey as "The Great Ladies of Chicago." Back in 1905 William Hard listed her as one of the "Five Maiden Aunts of Chicago" because of her work here in the interest of less fortunate citizens in the community. In 1893 and again in 1909 she served on the Illinois State Board of Charities and many of the best features in our public institutions in Illinois today can be traced to her work and influence.

Her interest in the care and protection of children developed very early and it was natural that she should have been appointed by President Taft as the first Chief of the Children's Bureau in the United States Department of Labor. In Washington she was known as the non-political bureau chief as she retained her position through the two following administrations receiving re-appointments from President Wilson and President Harding. Her influence extended to other countries. Following the world war she called an International Child Welfare Conference at Washington so that we might begin to work for higher standards.

When Miss Lathrop wanted to find out what was wrong in the community she studied the family earnings and showed the relation of low wages to the problems of child welfare.

After she left the Children's Bureau she continued her work in the interest of public affairs. In 1925 she was appointed assessor on the Child Welfare Committee of the League of Nations. She became the second president of the Illinois League of Women Voters and also a national officer. She was always vitally interested in the Women's Trade Union League and was a member of the Chicago branch from the beginning.

At the Illinois Conference of Public Welfare held in her home city last November she advocated and worked for the Conference support of the request for federal funds for unemployment relief and the Conference sustained her. She lived in a small industrial community and she knew the need for this relief. Her last work was to help to save the Children's Bureau when its appropriation was threatened in the economy drive with a \$100,000 cut. She knew this would cripple the Bureau's usefulness and was not economy that was in the interest of the nation. This last effort, made almost on the eve of her death, was successful.

Julia Lathrop had a rare gift of wit and humor. She had a keen intellect and good nature. These qualities won for her many battles and wherever she appeared to speak she was remembered as a brilliant woman. She was a truly great woman. She was 74 years old but too young to leave her useful life in this world.

AGNES NESTOR.

May Married Women Teach?

The Journal of the American Association of University Women, April, 1932, has an article by Professor Chase Going Woodhouse on *May Married Women Teach?* which should be read by every member of the American Federation of Teachers. We should like to reproduce this entire article in the columns of the AMERICAN TEACHER but space prevents.

Professor Woodhouse, formerly of the Smith College faculty, is director of the Institute of Women's Professional Relations. In this article she gives authoritative information and interpretation on an ever present problem, one heightened not created by the depression. She asks a few questions which we hope to see answered before this matter is arbitrarily settled.

"Are married women a class or a collection of individuals differing one from another as markedly as do married men? Will dismissing one group of workers solve the unemployment situation? If such a step is merely a palliative, why should one group of women be singled out to give this temporary relief to others? Is it true that men are suffering from technological un-

Education for Democracy

employment and women are enjoying technological employment? What of the work which women have been carrying on for centuries at their homes and which the machine has taken into the factories?

"Specifically as to the married woman in teaching, is it true that she offers something in the way of broader outlook, more settled contentment, the experience of years, added sympathy, and a greater knowledge of youth? Is her interest in her job divided? Does she devote more time and energy to her home than her young, single colleague to the hunt for a mate? Is the fact that the married woman is more permanently a part of her community an asset or does it make her a nuisance to the superintendent because of connections? What of the relative efficiency of the married and single teacher as shown by comparisons between the same classes in age, experience, and general intelligence, as to absences, principal's ratings, turnover, professional study, and improvement? Also, what of the ratings of the same women before and after marriage? What is the relative cost of maternity leave and turnover because of withdrawal from the system on account of marriage? How does the birthrate in families of the married woman teacher compare with that in others of the same social and economic group? What effect does her work have on her husband, at least on the husband who teaches in the same system? What does she do with her purchasing power? What are her obligations?"

Of 1,500 city school system reporting their policies with regard to the employment of married women as teachers, at the request of the National Education Association, about 77 per cent stated that they do not employ married women as new teachers. Only 37 per cent of the total permit women to continue teaching after marriage, and over half of the remaining 63 per cent require women teachers to resign at once if they marry.

True to Form

Last month we recorded that a school board in Monroe County, Tennessee, had passed a rule forbidding the teachers of their district to dance.

The April American Association of University Women's Journal says that in 1929, this same school board "passed a regulation that only unmarried men and women are eligible to teach in its public school system. This was passed as an amendment to a ruling dismissing married women teachers and was moved by the fifth member of a deadlocked board, a woman."

Teachers and Thinking

Teachers and other public employees should realize at this time of wage cuts and curtailment proposed by the taxpayers' association and the open shop movement who their friends are.

The teachers certainly ought to realize that their friends are not the bankers who have refused to pay taxes nor the wealthy property holders who are evading their taxes.

The teachers should understand that their friends are not the daily papers that are preaching wage cuts and tax reductions day in and day out.

It is about time for teachers to do some tall thinking and discover who their real friends are.

It is time for the teachers to know that these sallies against the school teachers and schools are just a part of the general plan of the exploiters to compel the workers to bear the burden of the depression.

It is time for teachers, as well as all public employees, to hold their ground. It is time for them to unite and be prepared to put up a united front against the enemies of wage earners.

No doubt, the teachers and public employees know that organized labor has on many occasions given staunch support to them when there have been controversies between them and their enemies. Labor has always fought for legislative measures in the interest of schools. Labor stands solidly in support of the teachers, and other public employees, in every effort they make to prevent further wage reductions.

It is time for the teachers to realize that the best defense for their rights is a union of activities with organized labor.

—Utah Labor News.

Good News

It is very gratifying to receive such a letter as the following from the president of the International Typographical Union, Mr. Charles P. Howard.

There is occasion for congratulation to the entire labor movement as well as to the International Typographical Union.

The following is the letter in part:

"At a time when there is so much suffering and millions of people are the objects of charity it is interesting to know that the International Typographical Union has accomplished so much in protecting the interests of its members.

"During the past two years local unions have collected dues and assessments for relief among its employed and expended more than eight millions of dollars. The International Union is paying more than one and one half millions per year in old age pensions and a half million in death benefits.

"The work week has been restricted to five days in many jurisdictions and in others hours have been reduced. The organization has suffered no loss of membership during the worst depression we have known. Our finances are unimpaired and this union has weathered the storm in a manner that clearly indicates it has builded upon a firm foundation."

Accompanying the letter is an attractive brochure *Facts Concerning the International Typographical Union*, which tells some things this union has accomplished. It is incredible that in the face of these facts there should be a non-union printer in the United States. Or a non-union teacher for that matter.

Who's Who in This Issue

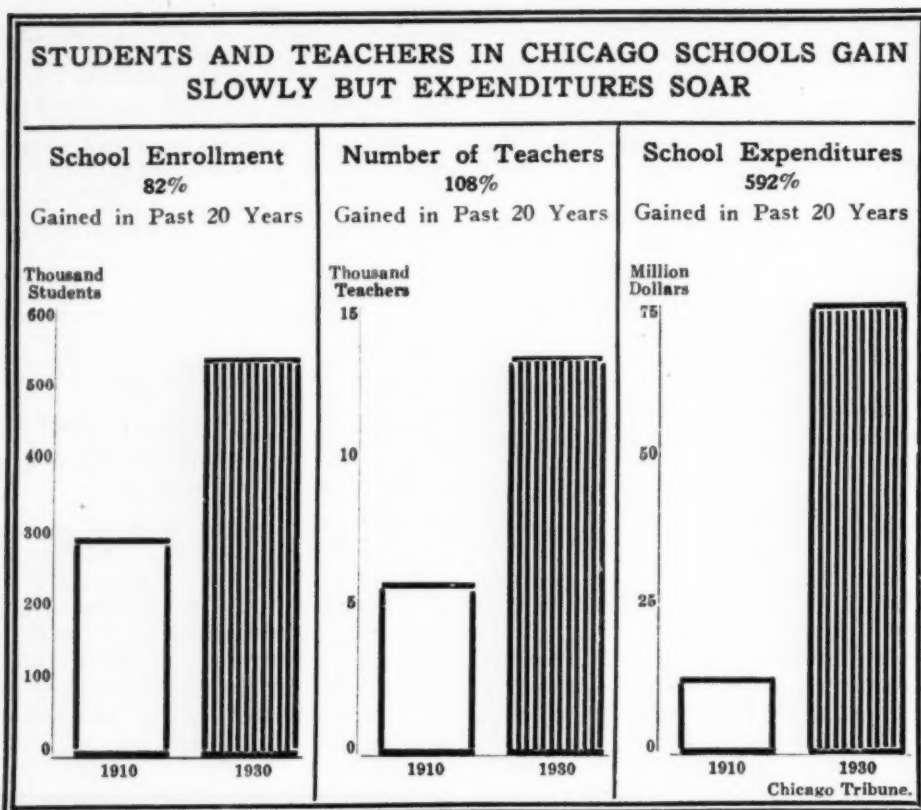
Florence E. Clark, Chicago Women No. 3, Vocational Guidance Department of Chicago Public Schools. Author of "The Printing Trades and Their Workers."

O. Myking Mehus, department of Social Science, Northwest Missouri State Teachers College, Maryville, Missouri, a frequent contributor to the AMERICAN TEACHER and other educational and sociological journals.

Agnes Nestor, president Chicago Women's Trade Union League; vice-president National W. T. U. L.; member Federal Vocational Education Commission; member Labor Mission to Great Britain and France.

William Edward Zeuch, Local 194, former director Commonwealth College; Guggenheim Traveling Research Fellow, studying educational movements in Europe, especially adult workers' education.

All Over the World



S. F. Labor Council Backs Teachers' Pay

The San Francisco Labor Council opposes any movement to cut teachers' salaries or increase the teachers' load. A recent resolution, introduced by delegates from Teachers' Local No. 61, and adopted by the council, declares in part:

"The San Francisco Labor Council goes on record in opposing the reduction of wages of the city's workers in an effort to make up the deficiency in the budget.

"We oppose the reduction of teacher pay and an increase in the teacher load, for this will endanger the efficiency of the public schools, of which labor is proud.

"If boards of education find that retrenchments are necessary, we advise that they curtail expenses in overhead by reducing the number of directors of special subjects, supervisors, and statistical research workers, and by the elimination of emergency schools and classes that serve the few, rather than impair the education of the masses of our school children."

Labor Warns Public Men to Keep Their Pay

Suit will be brought immediately under the Corrupt Practices Act against any public official who rebates any part of his salary to the public treasury, it was decided at a meeting of the executive council of the Utah State Federation of Labor.

This action was taken to offset the suggestions that have been made to have state officers and other public officials rebate part of their salaries as a means of meeting the state million dollar deficit.

Tacoma Teachers Resist Pay Slash

The high school teachers of Tacoma "invite the earnest attention of the citizens" to the facts that their work has been increased 20 per cent by addition of an extra class to each teacher, that high school classes have increased 40 per cent in size since 1925, and that now they are forced to take a wage cut. They also point out that the secondary schools of Tacoma have been removed from the approved list because of the overload on teachers.

The Sorbonne Invites You

The Sorbonne, University of Paris, offers for the summer of 1932 ten weeks of travel and study for \$545, all expenses included. The purpose of this course is to establish valuable contacts with French people, in a French atmosphere under French professors. Residence in a French home or pension supplements the work of the University.

A six-weeks' course is glowingly described in the News Letter of the Philadelphia Teachers Association. Anne Wright, Principal, Wissahickon School, writes, "Would you believe me if I told you that for two hundred and ninety dollars you can not only attend the Sorbonne, but live in Paris for six weeks without spending another cent for luxuries? Because of a movement to foster world peace, many European Universities offer unusual inducements to American students. The Sorbonne charges a flat-rate. This sum includes tuition, board and lodging for six weeks in Paris, expenses on afternoon trips about Paris and Saturday excursions farther away. At the end of the six weeks University course you are taken on a ten day tour of the chateau country, Normandy and Brittany.

"The professors are charming and more anxious to have you understand French people and French life than to have you working over assignments during your afternoons."

If this attracts you, address for further particulars, M. Henri Goy, Sorbonne, Paris.

Rock Island Unionists Block Proposed Pay Cut for Municipal Employees

Representatives of organized labor in the Rock Island city council defeated a motion to slice ten per cent from the pay envelopes of city employees.

"To have reduced the wages of city employes would have been nothing short of criminal," declared the Tri-City Labor Review. "We are sure the entire community of Rock Island indorses the action of the city council."

Vice President L. C. Johnston and Delegate Ed. Engelbach of the Tri-City Federation of Labor also appeared before the Scott County Board of Supervisors in defense of maintaining present wage standards of county employes. They informed the board that county employes were receiving a very modest wage, and that if economies were necessary they could be made in a manner other than taking the money from the pay envelopes of the employees.

Important Victory Seen in Uhler Reinstatement

Restoration of Dr. John Earle Uhler to the Louisiana State University faculty, from which he was dismissed last October for writing a novel held to reflect unfavorably upon the university, is viewed by the Civil Liberties Union as "belated acknowledgment that the trustees were wrong when they cancelled his contract."

When Dr. Uhler was ousted, the Union offered to support a legal test of the issues involved. On the night before a suit was to be filed, the university blocked it by paying Dr. Uhler's salary for the balance of the year. "His reinstatement," the A. C. L. U. avers, "will have a salutary effect on the tenure of professors all over the country. It will make university authorities think twice before taking such summary action."

Dropped as Communist, Teacher Plans Suits

Court action for libel is planned by attorneys for the Civil Liberties Union in behalf of Harry Dworkin, who was dismissed as an Americanization teacher in the Columbus (O.) night schools following attacks on him by the D. A. R. and by Col. Grosvenor Townsend of the U. S. Army.

Dworkin is a law student in Ohio State University, and for three years has been president of the Optional Drill League. He was instrumental in having military training in the university made optional. There was no contention that he ever taught anything "subversive" in his classes, but Col. Townsend attacked Dworkin as a "Communist" in a speech, asserting he once distributed Communist literature. Dworkin declares this is false.

School Bible Reading Case to Highest Court

Backed by the American Civil Liberties Union, an appeal will be taken to the U. S. Supreme Court in the case of Joseph Lewis versus the New York City Board of Education, to test the constitutionality of Bible-reading in public schools. Decision to take this step follows the action of the N. Y. State appeals court Jan. 5 in affirming a lower court's dismissal of an appeal by Lewis, head of the Free Thinkers' Society, who sought to end Bible-reading in city schools on the ground that it is an illegal use of taxpayers' money.

Message From Pioneer Youth

Labor education takes on an added significance in a time of economic crisis. Changes are imminent. If they are to be affected by the workers themselves our laboring masses must be given opportunities to gain the technique of group action. They must understand their economic situation. And if their movement is to have a cultural as well as merely an economic significance they must have opportunities for fuller enjoyments on creative levels.

It is with these ends in view that Pioneer Youth of America is for the third summer planning to conduct recreational activities for the children in some of the southern industrial towns. The critical situation in the coal and cotton fields has led us to choose the basic industries for our activity. The children in these regions are necessarily limited by their environments. We shall attempt to do for them what our progressive schools are learning to do for their children. Because of the experiences through which we help them to live we hope that at least some individual workers will be more ready to participate in a vital and cultural labor movement.

Socially minded teachers who have had experience with experimental methods are needed for this work. College students and other young people are needed as assistants. It is an opportunity to do a significant and experimental type of labor education in the midst of critical industrial situations. The fourteen leaders who carried on the work last summer were quite unanimous in feeling that it was a most valuable experience.

We will welcome inquiries from any of your readers.

Sincerely yours,
AGNES SAILER.

Teachers on Strike; Salaries Are Unpaid

Jewish schools in Manhattan, Brooklyn and the Bronx are closed as a result of 300 teachers going on strike for payment of back salaries. Many have been unpaid for five months.

Twelve institutions and more than 6,000 pupils are involved in the walk-out. The teachers say the Rabbinical board owes them "close to \$200,000."

According to Rabbi Abraham I. Faivelson, secretary of the board, the teachers are unpaid because of a sharp falling off of tuition fees and donations—practically the sole revenue of the schools.

Needs Independent School Teachers

I am glad to note there are some school teachers in Utah with independence enough to become affiliated with the teachers' union, affiliated with the A. F. of L. The teachers owe everything to organized labor and they should show appreciation of this by becoming members of the teachers' union.—A TEACHER.

Coming Events

American Federation of Teachers, Sixteenth Annual Convention, June 26-July 1, Hotel Knickerbocker, Chicago, Illinois. Theme—**SAVE OUR SCHOOLS.**

American Association for Adult Education, Seventh Annual Meeting, May 16, 17, 18, Buffalo, New York.

American Home Economics Association, Annual Convention, June 20-25, Atlanta, Georgia.

Austro-American Institute of Education, Sixth Summer School, June 16-August 10, Vienna.

International Federation of University Women, Conference, July 28-August 4, Edinburgh, Scotland.

International People's College, Summer Term, April 20-July 10, Elsinore, Denmark.

Manumit Associates Conference, Ninth Annual Meeting, June 4-5, Manumit School, Pawling, New York.

Mid-west Institute of International Relations, American Friends' Service Committee, June 20-July 2, Northwestern University, Evanston, Illinois.

Michigan Labor Institute, Workers Education Bureau and University of Michigan, June 20-23, Ann Arbor, Michigan. Theme—**THE STABILIZATION OF EMPLOYMENT.**

National Advisory Council in Radio Education, Second Annual Assembly, May 18, 19 and 20, Buffalo, N. Y.

National Educational Association Convention, June 26-July 1, Atlantic City, N. J.

New Education Fellowship, Sixth World Conference, July 29-August 12, Nice, France. Theme—**EDUCATION AND CHANGING SOCIETY.**

Secondary Education, Fourteenth Annual Congress, July 19-23, London, England. Chief Subject—**GAMES AND OUT-OF-DOOR ACTIVITIES.**

World Federation of Education Association, Regional Conference, July 25-30, Honolulu, Hawaii.

Yale Summer Seminar in Education, July 5-August 5, Yale University, New Haven, Conn.

News from the Field

New Locals

Charters have been issued this month to three new locals, San Francisco Federation of Elementary Teachers Local 241, Wisconsin Local 242, and Madison Vocational Teachers Union Local 243.

The American Federation of Teachers welcomes cordially these groups of teachers and assures them of the full cooperation of its members and of all trade unionists in their efforts to protect themselves and their schools.

It congratulates them on affiliation with a group—the American Federation of Labor—whose members take and live up to the obligation, "I will never wrong a brother, or see him wronged, if it is in my power to prevent it."

Several other groups gave signified intention of taking out charters and many others have made inquiries. It is evident that teachers are realizing more and more each day the reliability of the aphorism, "In Union There is Strength."

Milwaukee County Federation of Teachers

The Capital Times (Madison, Wis.) on April 13, 1932 carried as a leader on the front page an article by Dr. Colin G. Welles, Secretary of the Milwaukee County Federation of Teachers entitled "Schools Fail to Develop Leadership." The editor in an introductory note of comment says:

"Modern education has been found wanting because it has failed to stimulate students to intellectual thought and daring research, Colin G. Welles of the Milwaukee County Federation of Teachers declares in the following pertinent article. Until our schools and colleges can turn out students qualified for leadership, Mr. Welles thinks, vital economic and social problems of the day will go unsolved. He does not believe that this is being done in the modern educational mold that makes lawyers, engineers, and accountants out of its raw material who can think only in the old grooves and who fear to challenge the status quo."

Chicago Local 3

The Chicago Federation of Women High School Teachers recently issued to its membership a stimulating bulletin entitled

HOW TO LIBERALIZE THE SCHOOLS

It quotes Professor Harry Elmer Barnes, Sociologist, Historian, Authority on World Politics, as follows:

What He Finds Among Teachers

"You have this very discouraging situation; that the great majority of teachers simply want to continue the old barbarous relations. They have been brought up in the school system, of which we are all victims, and you cannot expect them to think otherwise than they have been taught. . . . A few who would be willing to make some few lame and halting and totally inadequate steps in the direction of civilization are terrorized by the patrioteers into acquiescence."

What He Suggests as a Remedy

"That is the situation in which we find ourselves with regard to the schools.

What can be done? Obviously, the thing to do is for the liberals in the schools to organize against the patrioteers, stand behind the American Civil Liberties Union, which is the one great national group opposing the patrioteers and **LET THE TEACHERS JOIN THE TEACHER UNIONS!**

"Back up the liberal teachers, subscribe to liberal periodicals, liberal lectures, the people working along the lines this organization desires to further. Don't let them be assassinated in private without any protest—at least assassinated professionally."

New York Local 5

The Teachers Union Is Sued

The President of the Teachers Union and the Union are being sued collectively for \$25,000 for alleged libel by the Principal of P. S. 127, Queens. This suit developed out of the campaign of the Union to put a stop to the coercive tactics adopted by some school officials to collect from teachers \$400,000 a month for unemployment relief.

A number of issues are involved in this suit. The Executive Board has voted to accept the challenge on all the issues, including the suit itself.

* * *

The Teachers Union Auxiliary held a symposium on *Orienting Teachers to the Mental Hygiene Viewpoint* at the new school for Social Research on April 18.

In addition to an address on the main topic by Dr. Lawson G. Lowrey, there were discussions led by leading psychiatrists on the following:

The Teacher and the Pupil as Influenced by the Principal as a Father-Substitute, or Ego-Ideal, A Principal's Best Approach in Helping a Teacher in Her Adjustment to Her Job, Transmitting the Mental Hygiene Point of View in Extension Courses for Teachers in Service, Educating Teachers to a Mental Hygiene Attitude Toward the Individual Child through a Clinic in the School, The Indirect Effect of a School Child Guidance Clinic on Teacher-Principal Relationships, and The Effect of a Clinic in a School upon: a. Discipline; Pupil-Teacher Relationships; b. The Attitude of Teacher to Principal; c. The Growth of the Teacher's Personality.

Sacramento Local 31

Local 31 in continuing its study of the tax situation, listened with much interest to Mr. Dixwell Pierce, secretary of the California Board of Equalization, who addressed the federation meeting on March 3rd. Mr. Pierce argued that although education takes the greater part of the local tax money, such money is spent to better advantage and with less waste than in other departments. Part of the school burden should be shifted to income and sales taxes in order to relieve property.

The meeting of April 9th was addressed by Miss Mehlman, formerly an Oakland teacher, who has been teaching for six years in Russia. Miss Mehlman is enthusiastic about the spirit and ideals of the Soviet States and was glad and able to answer questions with first hand information.

A committee has been working for some time on a plan of life insurance to be managed for and by teachers. A tenta-

tive plan was outlined in the last issue of the Teachers' Voice.

In conjunction with the City Teachers Association, the federation has been preparing quietly to oppose any possible cut in teachers' salaries. The first thing to do is to get before the public something of the work of the schools and to show why the school costs must necessarily increase. A joint publicity committee is conducting this campaign.

The membership drive is being continued with especial reference to former members who have dropped out. Many new ones are coming in. Fourteen were voted in at the last meeting. The continued public pressure in regard to salary cuts shows the need of a strong, united membership.

—MARGARET MOORE.

Minneapolis Local 59

The Minneapolis Federation of Teachers Local 59, convinced that the tax situation and the tax attitude of people today are of real importance to all friends of education, arranged a "Tax" dinner on Wednesday, April 6, which was largely attended by Minneapolis teachers and their friends.

Charles F. Keyes, formerly chairman of the Board of Estimate and Taxation and now head of Mayor Anderson's special committee on tax revision, spoke on "Tax Reform."

C. R. Reed, superintendent of schools, introducing Mr. Keyes, presented the Minneapolis tax situation as it immediately affects local schools and discussed the report made by its Committee on School Costs to the Department of Superintendence.

San Francisco Local 61

The present crisis is awakening the teachers of San Francisco to a realization of the fact that only in effective organization is there any hope to retain that which years of struggle has achieved. Our labor leaders have done heroic work in an attempt to retain the present efficiency of the public schools. They have given their time and energy without stint. Mr. John A. O'Connell of the Labor Council and Mr. Frank McDonald of the Building Trades Council have both made personal sacrifices of no small moment in behalf of the teachers and the schools. The results are becoming apparent.

G. M. KLINGER, Secretary.

Commonwealth Local 194

In addition to its regular summer session, Commonwealth College at Mena, Arkansas, is conducting a summer camp to which teachers who wish to spend an economical, stimulating vacation in picturesque mountain surroundings are especially invited. The camp will be open to the public from June through September and offers both educational and recreational advantages.

Discussion circles led by members of the Commonwealth faculty and visiting instructors will be held on such topics as "The Labor Movement Today," "Looking Behind the News," and "Changing Thought in a Machine Age." Hikes to nearby mountain tops, dancing, swimming and labor dramatics will also be part of the pro-

ast issue gram. Participation in all activities will be optional, of course, and guests may lie on a big rock all afternoon soaking up the sun or read in the shady woods whenever they feel so inclined.

The cost of such a vacation is so low that it will seem extravagant, even for the teacher who has been forced to accept warrants for "future cashing only" to stay at home. To those guests who are willing to work fifteen hours a week about the college farm, kitchen, office, or garden, the rates will be \$25 a month or one dollar a day. To those who want a complete rest, and therefore do not care to work alongside the Commonwealth students and teachers, the charge will be \$50 a month or \$2 a day.

The regular summer session, beginning June 27th, is open to accepted students enrolled for the 10-week period, and the tuition is forty dollars. All students earn room, board and laundry service by 15 hours work a week.

Inquiries should be addressed to the Executive Secretary, Commonwealth College, Mena, Arkansas.

Cambridge Local 195

The Cambridge Teachers Federation held a bridge party at the Hotel Commodore on the evening of May 10 which was very successful socially and financially. Miss Anna Katz, secretary of the Federation, was chairman of the committee of arrangements.

The money raised is to be used in part to finance delegates to the National convention.

Washington Local 198

The Washington Educational Union has been instrumental in organizing in Washington the City Council of Adult Education for the Unemployed. Richard S. Harvey, President of the Union is chairman of the Council. The objective of the Council is to provide educational facilities to occupy the enforced leisure of the unemployed.

At a meeting held at the Americanization School on April 11, Miss Jones, director of President Hoover's Committee on Employment, was the speaker.

Green Bay Local 233

The Green Bay Teachers Union has published a booklet containing its constitution and by-laws and a declaration of principles.

Under the caption,

What Our Teachers Union Stands For it lists:

1. Co-operation with all educational, civic, and industrial organizations for improved civic life.
2. High standards of qualifications for teachers, and a standard of living worthy of their calling, in order that the children of the country may have a fair chance.
3. Equitable salaries for teachers, commensurate with the services rendered to society.
4. Size of classes commensurate with efficient work and individual attention for pupils.
5. Co-operation with school boards and administrative departments, through committees representing class-room teachers, such committees to be selected by the teachers.
6. Maintenance of adequate tenure laws so that teachers will feel enough security that they may be free to devote their best energy to their work.
7. Protection of the public schools against propaganda and exploitation.
8. Maintenance and careful protection of our retirement and pension system so that teachers shall not face poverty and dire need after the age of retirement.
9. An adequate teachers' credit union which shall afford protection in emergencies against unscrupulous financial agencies, as unworried teachers are community assets.
10. Adequate child labor laws and careful enforcement of school attendance laws for all children of school age.

The Union will be pleased to send copies of this booklet on request.

An active membership campaign is bringing good results and increasing numbers of Green Bay teachers are realizing that their greatest protection lies in the Union.

Grand Forks Local 205

A Committee of Teachers of the Grand Forks Public Schools sponsored by Local No. 205 of the American Federation of Teachers is working in an endeavor to publish and circulate material throughout the state to defeat an initiated measure which calls for the reduction of the assessed valuation of property from 75% to 50% without any increase in the mill levy for school purposes which is to be voted on by the people of North Dakota in June.

This bill, if passed, will reduce revenues 33 1/3%.

Leaflets entitled *The Schools and Tax Reduction* have been printed and circulated. These explain the proposed bill and its effects upon the schools if enacted into law. An arbitrary reduction of 33 1/3% at this time would automatically discontinue many of the schools of this state, and greatly embarrass many others that are taxing near the legal mill limit. Schools at Enderlin, Hazelton, Williston, Northwood, Cooperstown, and many others outside of the Red River valley, would probably be compelled to eliminate their High School departments. A recent survey of Grand Forks County Schools shows that eight rural, four consolidated, and four (of the five) classified schools would be most seriously crippled. In the Grand Forks City School district teachers' salaries would probably be cut, at least, 40%. Of course, Grand Forks has other alternatives: reduce the school year to six months (teachers are now on six months contracts), or run the school on half day sessions, or eliminate certain departments, etc. In every case, the efficiency of the school system would be seriously impaired. The example of Grand Forks is typical of nearly every school district taxing at or near the mill limit.

The North Dakota Federation of Labor is cooperating with the teachers to defeat this bill.

ANN MONSON.

Salt Lake City

Mrs. Florence Curtis Hanson left Salt Lake City Tuesday for her office in Chicago after a week spent in Utah in the interest of the American Federation of Teachers. She addressed several groups of teachers during her stay here with splendid results. A charter membership list for a local of the A. F. of T. was started in Salt Lake City and the new union will start with a splendid list of members.

—Utah Labor News.

A. F. T. Convention

The Sixteenth Annual Convention of the American Federation of Teachers will meet in Chicago, at the Hotel Knickerbocker, June 26 to July 1, 1932.

The theme of the meeting is **SAVE OUR SCHOOLS.**

The chief topics of discussion will be the effect of the economic and social chaos upon the public school system and the necessity of teacher unionism to meet this situation. Other topics of vital interest, as the relation of mass education and gang rule, character education, credit unions, insurance, retirement systems, professional standards and training, will receive the attention of the delegates.

Distinguished leaders in the educational and labor world will be present.

President William Green of the American Federation of Labor has said that Organized Labor is keenly aware of the situation confronting public education and that he plans to be with us.

The Hotel Knickerbocker is delightfully located on the near north side on Walton Place just east of Michigan Blvd. and offers exceptional advantages for a summer convention.

The sessions are open to the public and friends of the schools are invited.

Los Angeles Public Library,
530 Hope St.,
Los Angeles, Calif.

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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