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## IN THIS ISSUE

|                                             | Page |
|---------------------------------------------|------|
| For Vacation Thought.....                   | 3    |
| Balancing the Budget.....                   | 4    |
| The Game of Ballyhoo.....                   | 5    |
| Felix Sper                                  |      |
| College Teacher Views Our High Schools..... | 6    |
| John C. Granbery                            |      |
| Education for the Future.....               | 7    |
| Norman C. Thorne                            |      |
| The President's Page.....                   | 9    |
| Editorials .....                            | 10   |
| A Basis for Appraising Teachers Unions..... | 14   |
| Henry R. Linville                           |      |
| A. F. T. Convention Program.....            | 16   |

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## For Vacation Thought

THE CLOSE of a school year always brings mingled feelings of relief and regret to the teacher; relief because the unusually arduous work of the closing weeks is over for a time at least, regret because many pleasant associations are ended.

In past years the great majority of teachers looked forward to a pleasant vacation of rest, travel or an opportunity to advance themselves professionally in summer work, after which was to come a pleasurable and profitable year's work with an advancement in position, standing and, perhaps, salary. This year, we fear a great majority are looking forward to actual or possible salary cuts, demotion in position or rank and in too many cases, actual loss of position. A feeling of insecurity and uncertainty is abroad in the land from which no one can escape.

THE AMERICAN TEACHER feels moved to give its readers who are for the most part the organized teachers of America its brief survey of conditions confronting the schools and the teachers and, of course, the whole public.

We are sorry that we can not add to the volumes of printed advice ours that the thing to do is to wait patiently for the return of the prosperity that is just around the corner. If better times are around the corner, we must go around after them. They will not be brought to us.

The American public school system is not a perfect institution. Conditions for the teachers employed in them have not been entirely satisfactory. The existence of this organization proves these two things. A glance backward for a year and a fearful peep into the immediate future convince us, however, that they can become worse. We have become so accustomed to slow but rather steady improvement in both schools and the teaching profession that we are somewhat bewildered when a situation of potential disaster to both face us.

The depression which threatens the very structure of American business is causing untold suffering to millions of persons and, what is socially just as bad, is tending to cause great injury if not destruction to useful public institutions. Among the most valuable and at the same time the most vulnerable of these institutions is the public school, vulnerable because, of necessity and right, a large portion of public expenditures are for education, also vulnerable for the reason that the public schools are not buttressed by political influences and the favor of special interests. The schools belong peculiarly to all the people. They are of less direct importance to the rich and powerful, who have come forward so

magnanimously in most of our communities to form super-governments to rescue the constitutional governments from insolvency, than to the citizens of more humble means who cannot afford even in prosperous times the luxuries of private schools.

In many communities the schools have been selected by these self-appointed saviors of the governments as special targets for attack. In Chicago, the teachers were the first public servants to enjoy payless paydays. In many localities school years have been shortened and in some entirely eliminated, while other governmental functions were continued as usual. Cuts in school curriculums have been proposed and in some places put into effect more drastic than the reductions in the administration of other governmental departments.

Without going into further detail concerning the dangers threatening education and all those connected with it, our problem is what can be done about it by the teachers.

The organized teachers have a special responsibility. They should make every effort to organize the others in order that any influence of the teachers be made more effective.

The problem must not be approached in a narrow way. The welfare of the schools is inextricably bound up with the welfare of society as a whole. Widespread unemployment affects the schools in the most harmful manner. Anything that teachers can do to help the unemployed get employment through private or public means should be done. In some communities the unemployed have organized for these purposes. Teachers generally should study these organizations sympathetically and give help where needed. The immediate cause of the distress felt by the public schools is the breakdown of local taxation systems. New methods of taxation are being advocated and will be adopted. Teachers should be active in all taxation changes. In the depression the owners of small homes and the farmers, who are bearing the brunt of local taxation from which most school support is drawn, have broken under the strain. Shifts in taxation must be made to those better able to assume greater burdens and not merely changed in method of collection from the same people, as proposed in the inequitable sales tax. There will be changes made in the economic and political structures which will tend to give the wealthy interests either more or less influence in government. Teachers should be active in formulating such alterations.

Examples of things that are going to be done before prosperity returns to us could be multiplied indefinitely.

The fact of the whole matter is that the teachers of this country, presumably as intelligent and better educated than the average, must become honest-to-goodness citizens bearing the full responsibilities incumbent upon such citizens. Teachers have too often shirked their public responsibilities. These responsibilities have too often been assumed by interests unfriendly to the development of public education and those engaged in it. It is time for the teachers to snap out of it and assume their rightful places as leaders, or at least among the leaders, in public affairs. They should determine who their natural allies are and work with them in an attempt to bring order out of chaos.

## Balancing the Budget

**N**OTHING in public affairs is at present so much discussed as how to balance the budget. Each of the thousands of governments, national, state and local, is facing a condition where expenditures far exceed income. Almost every business concern is wrestling with the problem. In fact, all the families of the nation are concerned with the problem of balancing income with expenditures except a few million whose problem has been unhappily solved by having no income except that derived from charity or direct relief.

Every thinking citizen should be interested in the solvency of our governments and should lend all possible aid in securing it. Yet there is a much larger problem than merely saving the credit of our various governmental units. The solvency of our whole industrial system, if not civilization itself, is in an unbalanced state.

A temporary putting in order of our fiscal affairs will not end the terrible economic depression which is engulfing the whole world. Nor will the contraction of public expenditures by cutting the salaries of public employees or discharging them increase public buying power, the lack of which is justly blamed for our present economic condition. Such a balancing of the budget, by increasing the evils of the depression, would be worse than leaving it unbalanced.

If we are interested in balancing our whole economic structure—and without a balanced economic foundation no permanent government or civilization is possible—we must face facts and in a broad way.

One of these facts and in our opinion the controlling one is that mechanical and organizational improvements in industry have run away from our distributive processes. As ridiculous as it seems we have been for several years producing and distributing less and less wealth at a time when we have improved our productive processes until we could produce more and more.

In some instances one man's labor will create more wealth than that of fifty men would have done a generation ago. And the trouble is that it is doing just that, and only the wage of one man or perhaps a little more is paid for the labor. The other forty-nine are unemployed and do not have the buying power to purchase the product so even the one man has to quit work.

Another fact that we must face is that the owner of an improved machine or method cannot appropriate to himself all or nearly all the advantages of this machine or method without throwing the whole economic sys-

Naturally, we believe that the best friends of the public schools are the workers of the United States. These workers are organized and the American Federation of Teachers is affiliated with their great national organization, The American Federation of Labor, than whom the public schools of America and the teachers have had no better and more consistent friend. It is time for the teachers of America to wake up, survey the situation, see who their friends are, unite with them and get busy. If this is not done, we fear that the closing weeks of 1933 and 1934 will make those of 1932 seem pleasant indeed.

tem out of balance. Unless the benefits are generally distributed buying power is destroyed.

We cannot have permanent prosperity even for the wealthy owners of industries until a larger proportion of the social income is distributed to the masses of the people. The concentration of wealth in the hands of a few owners may constitute a social problem, but it certainly creates economic disaster when the only way this concentrated wealth can become profitable to its owners is for it to be invested in further production for which there can be no buying power.

Improved mechanical methods tend only to unbalance economic conditions unless their benefits are universally distributed. Otherwise they create unemployment and so-called over-production which is not more than can be used but more than can be sold because of lack of buying power.

This is the budget that should be balanced. Our distributive system should and must be arranged so that all the wealth created except an amount sufficient for the upkeep and normal expansion of industry goes into the hands of the people who can and will consume it.

Whenever an improvement is made in productive processes, a corresponding improvement must be made in distributive processes. All should benefit either by increased wages or lowered prices or both. Unless the economic system is to be seriously disturbed no patent holder or other monopolist can receive more than he needs for his consumption and, as was stated, enough for normal expansion.

Shorter hours, days or weeks will have no beneficial effect as long as the distribution is disproportionate.

No recommendation is made as to the method of securing a more equitable distribution of the products of industry. Many ways are possible, governmental wage and price fixing, progressive taxation, public ownership, extended social insurance. Some way is necessary and will be adopted if an equitable economic system is to be established and maintained.

The temporary problem of balancing the governmental budgets is a worry and an inconvenience to our public officials many of whom, while wrestling with it, cannot see the terrible dangers of unemployment and starvation. The unbalanced state of our whole economic system is a tragedy to millions. The hunger and physical distress is the most conspicuous aspect of our collapse and more is being done to alleviate that phase. The thousands of suicides and broken homes, and increase

criminality are less visible as a result but none the less real. The mental suffering because of lost positions, removal of a fancied security and hopeless uncertainty of the future are even less visible but more widespread. From a teacher's viewpoint, the lack of opportunity for the young people entering what should be the working world for the first time is not the least of the horrors of the present situation. These young people, full of hope, energy, ability and in many cases genius are receiving rebuffs and discouragement from which many will never recover. The effect of this will last for generations.

## The Game of Ballyhoo

Felix Sper

EDUCATORS may deplore the constant harping of society on certain brash qualities that go with success, as high-pressure salesmanship, hurry-scurry, the push and plunge of modern competition in the race to get ahead as each man seeks to outrun his rival. These are considered unfortunate manifestations of a hectic civilization. But when teachers in the class-room emulate these very qualities and even strive to reproduce the setting that will produce loud, time-serving effects, what are we to say?

Admitting that strenuous movement serves a purpose in the passing order of things, should the high-school turn into a bull-market or preserve the calm of the academy? Are bark and ballyhoo to be admitted for doubtful purposes of pupil-adjustment or should the school run counter to practices which prevent the maturing of the desirable, well-rounded, whole personality free from the harum-scarum of the street-vendor? If we are not to breed a race of high-strung neurotics, unstable without temperament, assertive without conviction, who bark instead of talk in rational tones, the wise teacher had best avoid the rumble-bumble that booms from three horns.

First, athletic teaching: the kind that drives the teacher to boom out, dance around, push the button, force the instantaneous response, talk at high pitch, gesticulate, exhibit impatience, click mechanically from question to answer to give a show of specious logic, etc., etc. To pursue this course is to be guilty of salesmanship at its worst, of sparking like a dynamo, of rattling like a riveting machine. The only admissible defense for strenuous pedagogy is peppering up a sleepy recitation. But there are limits.

Second, super-dogmatism: the too-positive attitude (so easily acquired after years of teaching) that will brook no negation. This stiff-necked manner not only pains the ear and shocks the nervous system of the listener but rebounds with deadly effect upon the teacher. Hammering out trifles with over-emphasis may impress now and then, but perpetual shocks will leave a trail of irksome associations scarcely congenial to the learning process. When facts do not come across with ease and spontaneity and good-nature, learning becomes indeed a bitterness of the flesh. Psychic trauma which no scale can measure may ensue.

Third, "result" teaching: that is, teaching for paper results made imperative by outside pressure as Regents examinations, rigid course of study, supervisor's man-

Yes, let's balance the budget, but let's do it by doing the bigger and fundamental job first. Let's balance our economic system. Let's balance production and distribution. We have the resources and methods and labor power to create wealth enough to have better governments, better schools, and better homes for all the people than we have ever dreamed of. We can have these things or we can lose what we have as we are losing them. Civilization is not static. It will continue to move downward unless we have enough intelligence to turn its course upward.

dates, principal's rating-sheet and other factitious compulsions. Of course this evil has long been recognized. But again we cannot fail to note the effects in high-pressure teaching that screws the thumbs to the text. The urgent need of covering the field of facts, of problems, of experiments, means perpetual speeding up of the normal rate of presentation and of thinking to a point of unhealthy overstimulation. Facts must be swallowed, understood or not understood, tested or not tested. By violating the natural laws of learning, the natural acquisition of knowledge is seriously impaired. Again the logical result is bark and ballyhoo.

These three evils suggest their own remedies. For athletic teaching, let us substitute quiet, unobtrusive pedagogy; the softly-spoken word, the easy manner of the instructor free from affectation, bias, monkey-gyrations, ballyhoo staged for supervisors. Incidentally, the notion that a teacher may not sit while at work should be annihilated.

For super-dogmatism, I propose free discussion after the dictates of the first amendment to the Constitution of the United States; a give and take in discussion under control, the voicing of opinions in open forum as now done in the socialized recitation. When the temptation to over-assert comes upon the teacher, let him or her consciously relax the hard tones in the voice and lose the decisive gesture made by finger or pencil or ruler (execrable aids!).

To overcome the practical compulsion of purpose-drill is more difficult. There remains but the obvious remedy of revising the course of study, liberalizing or abolishing the Regents examination, and above all—let me stress the point—revising the quixotic notion of supervisors wedded to the idea that acceptable teaching must impress visitors—as if teaching were a form of sleight-of-hand, a bag of tricks, a series of spectacular hits at a game!

More silent gaps, more quiet intervals, occasional thrusts of stimulating questions, directed hunting of information, close following of directions on board or paper, time for slow assimilation of selected units, thinking through a problem—these devices will do much to counteract the scramble-scramble of this jazz age and provide a matrix for balanced, sober thinking.

The facts are undeniable. There is little repose in our living. We are impatient of dreaming and meditating. The age taboos these habits as antiquated, and scoffs at academic calm. Perhaps there is little value

(Turn to page 15)

# College Teacher Views Our High Schools

Professor John C. Granbery

**I**T HAPPENS that my teaching experience has not included work in the high schools, and I have been amazed in recent years to find out what the situation is at least in many of our high schools regarding the freedom of the teacher. I have not set out definitely to ascertain the facts, but incidentally there has come to me overwhelming evidence that in many of our high schools, especially in smaller places, the position of the teacher is far from being enviable. I have in my classes both for graduate and under-graduate work a large number of high school teachers, principals and superintendents. Information comes to me also from college students recently out of the high school.

It seems that local communities often bring a pressure to bear upon their teachers both in the elementary and secondary schools that forces them to walk a very straight and narrow way. Extremely important is the matter of church affiliation. It is not necessary simply that the teacher be a member of one of the large orthodox evangelical denominations, but it is often demanded that one should be active in church work. Not infrequently the teacher should be affiliated with a certain church which is largely represented on the board of trustees. Anything like liberalism in religious thinking will not be tolerated. In many instances one must state definitely that he does not believe in the doctrine of evolution.

More serious than this perhaps is the fact that the public schools are in some places being used as centers for religious propaganda of what is known as fundamentalism. In its most extreme form little children are being taught in the public schools the doctrine of premillennialism.

In the political field the teacher is equally circumscribed. Aside from the act of voting he is deprived of ordinary rights of citizenship. He is not expected to take any part in political activity or to express himself even outside the classroom in any pronounced way on a controversial question. Thus the state is deprived of the counsel of one of the most intelligent elements of its citizenship. Teachers naturally tend more toward independence of judgment than do some other groups, and accordingly this important factor in our public life is greatly weakened by the ban put on political activity. For example even the suspicion of any so-called socialistic tendencies or pronounced progressiveness or liberalism would endanger the tenure of office of our public school teachers in many of our villages and towns.

The regimentation with respect to small details of conduct under which public school teachers suffer is well known. In this respect they are exceptional only in the fact that the discipline to which they are subjected is severer than is the case in some other groups. It may be that they are not permitted to dance, to play cards, to go out at night for social occasions but once or twice in the week; and the minutest details of the way in which they shall dress and deport themselves is prescribed. I know an instance in which a very capable young lady, a college graduate with a Master's degree,

was suspected of having smoked a cigarette. She denied the charge but lost her job.

The effect of all this upon the personal character of individuals in the teaching profession is serious. A thoughtful high school teacher tells me that he sits at the table with four or five colleagues three times a day and that it is considered bad form to bring up for discussion any real intellectual problem or controvertible issue. For example, both before and following a national election the subject was not discussed. Any intellectual interest on the part of teachers would be discountenanced by the trustees. For example, if the teachers should form a small group for the discussion of scientific, literary, social, economic, and political questions they would at once be under suspicion and it would endanger their positions. For some time I have been making an effort to arouse interest in high school teachers in the formation of such groups, but there has been no favorable response. Mere attendance upon public meetings that are supposed to have a somewhat radical character will endanger a man's position, and if he becomes closely identified with such a meeting, for example, by participating in the discussion, his situation will indeed be pitiable.

To me one of the most amazing revelations has been the exaggerated emphasis on athletics at the expense of scholarship. A student has just taken a Master's degree with us. He had difficulty with his thesis on account of his poor English, and he was asked how he ever got through college with such wretched English. His reply was, "I played football." It is to be hoped that in our colleges such a situation is exceptional and rare, but youths just out of high school report that it is there very common, and in a class in sociology a student declared that in a certain high school one was graded on his mathematics by the interest that he manifested in athletic contests. If he supported the team he got through, and if he failed to do so he could not pass. The instructor said frankly that he did not believe that such could be the case, but other students said that it was exactly that way in their home towns. A teacher is employed for the dual task of teaching mathematics and coaching and often little attention is paid to his proficiency in teaching mathematics, for he is employed on the basis of his ability as a coach.

It may be that the reader will think that I have exaggerated, and I do not affirm that these conditions obtain in our larger cities. Several years ago I asked a high school teacher in a city of about 200,000 persons how many teachers there were in the public schools of that city who had a broad interest in public questions and who could freely discuss such questions in a small group. He replied that there were about six. I was myself very skeptical about the allegations of high school teachers regarding these matters, but now I am convinced that the state of affairs herein described is by no means exceptional. A good test would be an attempt in these parts to organize a local of the American Federation of Teachers.

# Education for the Future

Norman C. Thorne

**D**URING the war a certain man became very wealthy. How he acquired his wealth is not the point of the discussion. He had lived in a modest little home. Like the rich man in the parable, "He thought within himself, saying, 'What shall I do because I have no room where to bestow my fruits? This will I do: I will pull down my barns and build a greater and there will I bestow all my fruits and my goods.'" (Luke 12:17, 18.) He employed an architect and proceeded to erect a building somewhat in keeping with his wealth. In this house the architect had planned a beautiful room to be used as a library. The building was completed, the house furnished, but there were no books in the library. The owner then sent to a book store and told the proprietor that he wanted the library filled with books. "What books do you want?" he was asked. "I don't know," he replied; "I don't know anything about books. You put in the books I should have."

"A fanciful tale," you say; "But not at all improbable," I reply. There was something lacking in that man's education. He had not anticipated that he might some day be wealthy and have the means by which he could do more than get a bare living.

We hear a great deal about education for life. That is a fine idea if someone will only tell us what "life" we shall have in mind. Shall we educate for the life of today, of ten years from today, or twenty years, thirty years from today? Shall we educate a person just enough to be a laborer, or to be a clerk, or to be a business man, to be a banker, a lawyer, a professional man, or to be a man of wealth like the one I mentioned a few minutes ago? Shall we assume that he will always work ten hours a day, or eight hours, or six, or four? Shall we assume that he will always have to work or that he will have acquired a competence at the age of fifty or sixty and then retire from active, gainful occupation?

In 1894-96, when I was in preparatory school, laborers were working eleven hours a day for one dollar. I quit a job of that kind in 1896 to teach school for \$8.50 a week. There were no automobiles, electric washers, phonographs, and numerous other inventions of the last twenty-five years, to say nothing of airplanes, radios, wireless telegraphy. Well do I remember hearing a man say in regard to autos, "I'd like to see anyone catch me riding around sitting on a five-gallon can of gasoline." In those days crude oil was distilled to obtain kerosene for illuminating purposes. Now kerosene is a by-product. How many boys and girls today know what a Welsbach mantle is?

What I am trying to bring out is the fact that education for life in 1896 was not education for life in 1931—thirty-five years later, nor even life in 1921—twenty-five years later. How shall we educate in 1931 for life in 1950 or 1960 or 1970? A very large number of those now in the elementary school should be living in 1950, 1960 and 1970. Who of us can prophesy what will be considered as fundamentals in those years?

## What Are Fundamentals?

We have been told recently that we must eliminate the frostings in education and train pupils only in the

fundamentals. But what are the fundamentals? Arithmetic, of course. But how much arithmetic? When I went to school square root, cube root and compound interest were considered fundamentals. Now we do not teach them at all. In 1896 Greek and Latin were fundamentals for entrance to college. Now one can enter many colleges without either of them. English, of course, grammar and composition are fundamentals. But some people do not believe in diagramming and parsing as we did thirty-five and forty years ago. Were they right or are we right? Who can tell? We don't know. We do know that the leaders that we have been following for the last five or ten years have led us into the worst depression that the world has known. If their thinking, or the lack of it, is due to the fundamentals they were taught, then is it not high time that we investigate this whole matter of fundamentals carefully with a view to changing the fundamentals as to number, kind, quantity and quality? Life today is much more complex than life twenty or thirty years ago. Boys and girls, men and women have to adjust themselves to many situations more difficult and more complex than those of a generation ago. Many of our friends believe that training does not carry over from one subject to another. Thus a man is not necessarily a good chess player because he is able to solve problems in mathematics, and vice versa. Ability to memorize music does not carry with it ability to learn history. A man may be a star at third base and a failure in the pitcher's box or the outfield. Such being the case, we should train the boys and girls of today in many more subjects than the boys and girls of a generation ago, and in subjects widely different from those of a generation ago.

## Spiritual Values

As I said a few minutes ago, we used to work eleven hours a day, then ten hours and now eight—in some places six. We have an eight-hour day, eight for work, eight for sleep, eight for leisure. If our work day decreases to six hours, our leisure day increases to ten hours. How shall we spend this eight hour leisure day or ten hour leisure day? People seem surprised when we say we must educate for leisure. Does it require any hard thinking for a person to become conscious of the fact that boys and girls must be trained so they may spend that eight or ten hours of leisure profitably? A great many men and women lately have been forced to a ten or twelve or fourteen hour leisure day. How many have been able to spend it profitably? I don't mean in the sense of making money, but in the sense of appreciation of the finer things of life.

An eminent Britisher has defined civilization as "a condition of social life in which men have leisure for noble ends." How many have devoted any part of their leisure to the pursuit of noble ends? We can see only the things we are trained to see. You are driving an automobile. It does not "pull." You wonder what is the matter. You take it to a garage and tell your troubles as best you can. The expert mechanic listens to your story, lifts the hood, takes the cap off the distributor, and in a few minutes tells you your "breaker

points" are "pitted" or too close. He does a little work, makes an adjustment and you drive off in a happy frame of mind. He could see because he was trained to see. As to the untrained, "Eyes they have but they see not." You can hear what you are trained to hear. A musician was conducting a high school orchestra. Suddenly he stopped the music and said to a clarinet player: "You didn't play that part correctly." A little later he corrected another player in the same way. He was trained to hear. Of the untrained we say: "They have ears, but they hear not."

L. P. Jacks, editor of the Hibbert Journal, says: "Leisure is that part of a man's life where the struggle between the white angels and black for the possession of a man's soul goes on with the greatest intensity." If this is a valid definition, then the problem for education is to find ways and means for training the boys and girls so that the white angels will not be hampered in their efforts to gain possession of men's souls. Or, to state the matter another way, education must place emphasis upon those subjects which have spiritual values rather than upon those which are studied because of their utilitarian values. We would not be so rash as to outline any definite course of study. There are, however, some guide posts, as it were, that may be erected which will call our attention to some things along the road that we should observe carefully if we are to enjoy and appreciate our journey.

#### Health Education

Dr. Frank Sladen, head of the Ford Hospital, writing in 1927, said: "I must admit to you that I am thinking and talking *health* these days. I have a full realization that health after forty years is the greatest gift on earth and to an enormous extent reflects the life before forty.

"Why were we not taught these facts? Why were we allowed to build up a dream of the future in the relation to acquiring worldly goods and the wherewithal, *benignly*,—not even that, unconsciously,—empty in plan and purpose as far as acquiring health is concerned. I say 'acquiring health' to emphasize that after forty, health must be sought. We have reached the point where our returns in enjoying good health will be measured by our conscious effort to obtain it. It must be planned for and worked for. The pursuit of wealth must be supplanted by the pursuit of health."

This problem of health becomes of major importance in any discussion of one's activities during leisure time. There is plenty of evidence to show that many people so spend their week-ends that they are partly or wholly incapacitated for work on Monday. In our high schools there are more pupils absent on Mondays than on any other day in the week. The remark of a prominent business man that "the man most in need of a vacation is the man who has just had one," is a rather terse statement of the fact that we are lacking in training in regard to the best methods for spending our vacations.

#### Industrial Arts

What are some of the other things that increase in importance in this longer leisure day? Surely manual training and home economics—sewing and cooking—will again have a revival of interest. We do not need to say *will*, because in our high schools today there is already an increased enrollment in these subjects. The leisure enforced upon a great number of people has

caused both old and young alike to see a new value in the technical work taught by these schools.

If leisure is that part of a man's life in which the white and black angels are contending for the possession of a man's soul, the condition in a man's life when he has time for noble ends, we shall have to direct our investigation to the studies in which ideals are emphasized rather than utilities—placing emphasis upon the ideals and appreciations rather than on facts and skills. The drama, art, music, literature, and religion are fields in which the aim is pre-eminently that of appreciation. Many of us are prone to decry the low tone of many of the movies. The producers claim they are furnishing the kind of pictures that the public demands. If this is true, it is of the utmost importance that we educate our boys and girls by means of operettas, pageants, dramatizations. By work of this kind we can create and develop a desire for pictures, dramas, and the like which will stir and stimulate their nobler sentiments. The Protestant church is beginning to realize that it can do some very effective religious teaching by means of pageants and operettas. This work is valuable, not only because of the larger number of people who always attend these pageants but especially because of the interest of those who participate in them.

#### Music

Another subject in this same category is music. Music is considered by many people as a frill or a fad. It may be of interest to know that there are approximately 900 members in the Musicians' Union in Portland, and that the Musicians' Union stands third in the list in membership, being exceeded only by those of the Carpenters and Street Carmen in the order named. In addition to these, there is also a large number of people not affiliated with the union who earn all or part of their living by teaching music. Has not a boy or a girl just as good a right to ask to be trained in music in order to earn a living as to be trained in typing, or printing, or plumbing, or sewing? I am not so much interested, however, in this discussion in music taught for the purpose of earning a living. I am merely suggesting that many more people follow music as a vocation than many of us have believed.

What I am interested in, in this discussion, is the relation of music to our leisure time. Of all the subjects to which we might give consideration there is nothing which touches more people in all walks of life and at all times of life than does music. Its cradle songs lull us to sleep in infancy, its hymns and dirges help us to bury our dead. In between these two occurrences it ministers to all events in all phases of life. One may be satisfied with jazz, another is carried into ecstasy by the symphony or oratorio, for each as are his appreciations and ideals.

Appreciation has no set form—no standards. You cannot say to a person, "Your appreciation of that piece of poetry, or of music, or of that picture, was 40 per cent, or 60 per cent, or 80 per cent, or 100 per cent." You may not be able verbally to distinguish between the best and the next best, but the distinction is very apparent. Appreciation is not something that can be put on like a new coat and dropped as quickly. It depends upon frequent association. Thus it is that these subjects that I mentioned—drama, art, music, literature and re-

(Turn to page 15)

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# The President's Page

Dr. Henry R. Linville

## What About Personality in Teachers?

Examination boards in school systems have done some worrying about the content of *Personality* as applied to teachers, and how that quality may be measured.

Three years ago the Commonwealth Teacher-Training Study was published. That comprehensive study carried out by Professors Charters and Waples of Chicago University dealt largely with the analysis of the traits of teachers which for the most part fall within the category of what is usually considered as *personality*. The object of the Commonwealth Study was to obtain a consensus of opinion on the traits of teachers that might "provide the necessary basis for determining systematically what teachers should be taught." In effect, this means that teachers either should have, or should be taught to possess, certain traits assumed to be necessary to being good teachers.

## There Are Eighty-three of Them.

Charters and Waples's list of "Teachers' Traits and Trait-Actions," assembled from other studies, numbers eighty-three from *Accuracy to Witiness*. From four to twenty examples are given under each trait. The traits are evaluated for each grade level and are scored in various technical ways in the research. By examining the entire list and the examples, one learns the estimate most school experts and school officials place on the specifications of a *Good Teacher*. Some examples are illuminating:

ADAPTABILITY; likes to be wherever he is.  
ATTRACTIVE PERSONAL APPEARANCE; combs hair attractively.  
CHEERFULNESS; laughs a lot.  
CLEANLINESS; washes faces when they need washing.  
DEPENDABILITY; pays bills promptly.  
DIGNITY; does not sit on desk and swing feet.  
DISCRETION; does not associate with persons of questionable character.  
FLUENCY; carries on a dinner conversation of value.  
GOOD TASTE; does not apply rouge and powder before pupils.  
HONESTY; pays bills promptly.  
INITIATIVE; carries out experimental work for the whole school.  
INTELLIGENCE; asks intelligent questions.  
INTEREST IN COMMUNITY; stays in town over week-end.  
INTEREST IN PROFESSION; works constantly for the school.  
LEADERSHIP; sets an example in attitude toward drinking, smoking, and questionable amusements.  
MODESTY; does not overwork the first personal pronoun.

PATIENCE; bears with pupils in their eccentricities.

POISE; controls facial expression.

RESERVE; does not wrestle with the pupils.

There are sixty-four other traits or trait-actions and hundreds of examples that indicate the accepted connotation of these traits as named. The Commonwealth Fund provided a grant of \$42,000 for the Study, and three years were required to carry it out. A large number of educators throughout the country assisted in making the inquiry. Perhaps there are educators who regard this study, much of which is serious and highly technical, as important and constructive. And yet, I cannot forbear to say that I regard its influence as conformist and uninspiring in character, where it is not actually trivial.

## How Do We Get That Way?

There may be no doubt that many teachers are made up in character and personality as faces are made up. Evidently many educators think the training schools can see to it that teachers by being taught can be given the specifications the experts list. If so, the result is more like a plaster of Paris model than it is like a flesh and blood, mind-inhabited being. The more carefully one compares the proposed plaster casts of persons suitable for teaching with the personalities who stand out in our recollection as real, the more we should be convinced that the best human beings we know are those who become so by creative endeavor. I see no lines that stand for creative power in the specifications of our experts.

## Have We the Environment in Which Creative Power May Operate?

The answer is, "We have!" In the first place, the opportunity lies practically untouched in the so-called progressive or experimental or creative activity schools themselves. Most of these schools have been founded by one individual; they usually come by neglect to be owned or dominated by one person. Too often the persons who teach in these schools accept as a condition of tenure the second trait of Charters and Waples's list—*Adaptability*. Practically from the beginning progressive schools carry on an enterprise in which no thought is given to providing the teacher himself with the opportunity to do creative work in the social work of building up a school.

Some leaders of progressive schools either fear to include the teachers in the responsibility for formulating the policy of the school, or do not understand the technique of developing cooperation through leadership. It may be easier for a school director to go it alone, since most teachers

prefer anyway not to be asked to assume even a little bit of responsibility. However, those progressive school directors who have the mind to see their schools as social experiments as well as educational experiments realize that the social objectives of the enterprise cannot be attained without the cooperation of all persons engaged on the job.

## There Are Loyalties to Be Counted On.

A great many directors and principals stress loyalty as an element in cooperation. Until we have grown away from the trait-actions of childhood, we are inclined to see in loyalty chiefly fealty to the chief. A progressive school, either private or public, has something more than a person to which to be loyal. That something is a body of ideas on which the school is founded. We have hardly begun to formulate these ideas except in the most superficial fashion. It requires thinking to do it, and no single personality can begin to cope with the responsibility for giving the problem adequate thought, while with a part of his mind he is attending to the lower brain functions of ordering people about.

## Every Teacher a Creative Thinker.

There are alibis in plenty to be offered by teachers in private progressive schools as well as by teachers in public progressive schools. For the poor, the slow-witted and the feeble of purpose among us, the alibis are good, but for the intelligent and alert, but indolent, there is no excuse but the excuse of fear.

## Things Are Happening.

Even for the fearful among us there is encouragement in the fact that the starving unemployed are organizing for political and economic action. Teachers in their comparatively safe cloister may seem not to have stimulus enough to think. But the time may come soon when the stress on school district budgets and the pressure on municipal officers will cause hands to be extended into those cloisters, with the result that teachers will receive a thorough shaking up. Ideas will then have to come through to justify the schools and their expenditures.

## As a By-Product of Distress.

As a by-product of the common experience of us all, the social purpose of the schools should float uppermost in our minds. The way to go about our common cooperative enterprise must be learned outside the training school.

And as we learn from experience, the "teacher-traits and trait-actions" may take on a reality we never could have learned when we ourselves were going to school.

# Democracy in Education

## American Federation of Teachers

Organized April 15, 1916

Affiliated with the American Federation of Labor

506 South Wabash Ave., Chicago, Ill.

*President*

HENRY R. LINVILLE, New York Local 5;  
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*Secretary-Treasurer*

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Official Organ

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## Now! All Together!

Failure is caused not so much by what we CAN'T do, but rather by what we CAN do and don't.

If the teachers of America had been organized in militant trade unions in every community in the country, or even in 50% of them, would the "economy" programs which have been so generally put into effect have met with the success which they have?

The answer is positively, No.

These salary cuts, curriculum abridgments, size of class increases, school year reductions, etc., have been valiantly resisted by teachers where organized. They have in every case saved something if not all.

And whose is the responsibility that they have not saved more? Can these groups, small arks in the midst of the flood, not be swept away when all the others unanchored are giving way around them? The unorganized have

helped, not consciously or wilfully but none the less actually, to further these drastic curtailments of school effectiveness.

These teachers outside the Union are looking and longing for help. They need to be told about our principles and what sound organization on a trade union basis will do for them. Many of them, alas, will be timid and distrustful. Their courage and self-respect will not be increased, but on the contrary decreased, by the attacks upon them. They must be shown that safety for their positions does not lie in timid submission but in brave, intelligent resistance.

It will take courage and persistence on our part—keeping everlastingly at it—to achieve our objective, that is to inform the uninformed, to overcome the prejudiced, to hearten the timid, to win the teachers of America to membership in the American Federation of Teachers to better themselves and to save the public schools from the attacks now being made upon not only their efficiency but their very existence.

Now is the time to organize!

You are the one to do it!

It is nothing for a man to hold up his head in a calm; but to maintain his post when all others have quitted their ground, and there to stand upright, where all other men are beaten down—this is divine and praiseworthy.

—SENECA.

## Labor Membership—Class Alliance

Again we hear the argument that teachers should not affiliate with Labor because teachers serve all classes and should not therefore espouse the cause of any class.

In the first place the premise is wrong. Teachers do not serve all classes. How many bankers' sons and merchants' daughters do we find in our public schools? How many Rockefellers, Morgans, Insulls, Fields? 90% of the children in our public schools are the children of workers.

But disregarding this false premise,

consider the erroneous nature of the main proposition, namely, that teachers by affiliating with Labor are allying themselves with a class.

The answer to this is, that any group joining a movement for social betterment is not taking sides with a special class. Are the general good and class disparity synonymous?

Read what Professor Harry A. Overstreet says on this subject,

"If one stands for the public one stands inevitably for the ideas and activities of only a portion of the public. And what portion? Surely of that portion which has most deeply at heart the fundamental public good. . . . And when do we find more effectively an intent for the bettering of human conditions than in the labor movement? . . . It has fought for human emancipation—for yours and mine and all the rest of us."

and what W. A. Bouldin says in the April AMERICAN FEDERATIONIST under the caption "The Greater Good"

"Organized Labor can be said to represent the *summum bonum* of human forces now operating for the advancement of mankind. Its aims and purposes are to benefit humanity, not a special class; to obtain for them better wages, fewer hours of labor, and sanitary working conditions. This accomplished, all will be advantaged—more money for support of dependents, more for philanthropy and more money for conveniences of life. In lifting the masses to a higher plane of thought and action, attention must be given the workers, for on them depends the prosperity of all. The better they are fed, clothed, housed and schooled, the greater the civilization and happiness. It is the *shibboleth* of progress and development. . . . The dignity of labor consists not alone in her pride of production, but in brotherhood. . . . The civilization of this era is a product of organized labor, and wherever it lifts its head there is progress and improved conditions."

## These Educational Surveys

Are these educational surveys which have become so common in our educational life real, honest, intelligent efforts to find out how public education can be promoted or are they becoming a sort of "educational racket" as is charged by Dr. Abraham Flexner?

Do the administrators and controlling boards call in the surveyors when they want to know how to increase the amount of service their schools can give the people? Or is it possible that these experts by their efficient, high pressure salesmanship are offering their customers what they want?

Any growing institution is better

# Education for Democracy

for occasionally taking stock of its accomplishments, methods and plans. It may even be advisable to call in educational experts from outside the school system who can appraise more impartially than those within who are too much surrounded by it to see the whole project.

It should be realized however that the recommendations of a group of experts are at the best only the opinions of human beings subject to the influences and prejudices of their past and present educational environments.

The most important thing to consider in any survey is the surveyors. Educational surveys are usually made by college professors from endowed schools or by men working for some foundation established and controlled even after death by the will of some multi-millionaire. Such surveyors cannot be expected to have democratic educational ideals.

When a survey of any public school is thought necessary, why should it not be made by institutions that are a part of the public school system and by men whose background and educational environment will be favorable to the growth of public education? Something more than abstract, detached efficiency is needed. There must be an attitude favorable to democratic public education.

There is a growing feeling that surveys are conducted by departments of foundations or universities that have been built up for the purpose of curtailing the growth of public education in America and removing public education from public control.

The most important survey being made at the present time is of the Chicago schools. We hope the educational efficiency of these surveyors equals the financial ability displayed by them. According to the press reports they received \$75,000 of the \$100,000 promised them before any report had been made. The Chicago teachers have not yet received the salaries due them for two months work completed by them almost a year ago.

I do the very best I know how—the very best I can, and I mean to keep doing so until the end. If the end brings me out all right, what is said against me won't amount to anything.—Abraham Lincoln.

## Now Is Organizing Time

Everytime is the right time to organize, but as never before teachers need the protection of trade unionism.

The general public befuddled by tax strikes, economy programs, misrepresentations of basic causes, sometimes stricken with greed, sometimes palsied with fear, join in the fight to cut salaries. It accepts in its hysteria the statement that public education is costing too much. It allows itself to be tricked into believing that what we are suffering from is a government depression instead of seeing clearly that it is a business depression. It permits itself to believe that cutting costs will not injure the schools.

Every wage cut increases the intensity of despair among the masses. Every wage cut of teachers lowers school values. Every wage cut puts us in deeper and deeper.

The world has gone foolish with the idea that wage-cutting helps. Cutting wages of teachers and other government employees helps only the already over-full pocketbooks.

Organize teacher unions as the one way to safeguard the schools. Organize unions as the only way to bring order and sanity out of this social chaos.

## The Married Teacher

[Omaha World-Herald]

In times like these, when many deserving persons are in need of work, it is only natural that those who do not have jobs should seek the posts of those who are employed. That natural desire is at the bottom of the present agitation to displace married women teaching in the Omaha schools with unmarried women.

Nevertheless the board of education is impressed with the necessity of maintaining the continued efficiency of the public schools. It feels keenly that with the enforced economy under which the schools are operating, and with the additional loads that are being placed upon the teaching staff, the success and efficiency of our school system depends primarily upon an alert, trained, experienced, and sympathetic teaching force.

The long battle women have been making for equal rights, their plea for recognition as individuals, not as members of a frail and weaker sex,

and the long struggle they have been engaged in to be judged upon their own abilities, falls when the fact of marriage is set up as the basis of judging their fitness for any position.

Our teachers, too, have certain rights of privacy that should not be invaded. Those who are seeking the discharge of the married women fully admit that some of them need the work and the salary that goes with it. But who could set himself up as a judge as to the relative needs of one wife as compared to another? There are cases of dependencies, of private demands, of financial obligations, not apparent to the casual observer, that should be taken into consideration. But it would be extremely unpleasant to force the teachers to tear aside the veil of their intimate needs while an examining board sought to determine whether each of them required a salary more than some other deserving person.

The law, by established custom, protects the rights of property. The attempt to oust married teachers closely resembles an invasion of property rights. It attacks the years of preparation they have given in training for their task. It attacks the funds they have invested in normal school and college work. It attacks the property they have purchased because they have been given the right to believe their positions depended only upon their ability and fidelity.

In this respect it would be as grossly unfair to take away from married women their teaching jobs in order to help the unemployed as it would be unfair to take away from Mr. Peter Mehrens and his fellow agitators their property to give to the unemployed.

If public jobs are to be awarded according to the need, in all fairness it would be necessary to investigate the private means and incomes of the unmarried teachers as well as the married ones. The Omaha school board cannot embark upon such an adventure. The problem of unemployment cannot be solved by such minor and temporary measures. With all due respect to the sincerity of purpose of those who demand the married women's discharge, it must be urged that they are mistaken.

Editorial of the Day

Chicago Tribune.

### **"In Union There Is Strength"**

Teachers despite their high intelligence rating do not appreciate the need of group organization.

Open before us, as we write, is a copy of "The New Community Civics," and we quote the opening sentence quoted in turn from Woodrow Wilson, "America is not anything if it consists of each of us. It is something only if it consists of all of us." Let us make this sentence personal. The teaching body will not be anything if it consists of each of us. It is something only if it consists of all of us.

Our National Educational Association is a fine body. It has done wonderful research work, laid open for our inspection the facts concerning problems of salary, tenure, the teachers personal rights, etc. How have we profited? Have you ever considered how you may profit from these investigations? The State Teachers' organization attempts to unify, at large, the state teachers. It arranges state meetings, plans programs for same, cares for the teacher-body. Do either of these organizations take care of you as an individual?

They are organizations directed, ruled, by the highest executives. They see through the eyes of the executive. They seldom reverse the glass to see through our eyes. Neither do we see school problems through their eyes.

Besides directing these two organizations, i. e., the National and the various state associations, they are organized into a Superintendents division, a division for Clerks of the School Boards, etc.

We need a department that is of the class room teacher, *for* the class room teacher, and controlled *by* the class room teacher. Here is where, or should we say, why the American Federation of Teachers came into existence.

Do not think this purely an American project. Many of the European countries have stronger federations than our own. Witness France and Great Britain.

The class room teacher desires to be too self-sufficient and has yet to learn the meaning of cooperation. We—a body that should be altruistic and especially so in the affairs of our co-workers—are too satisfied with our own judgments.

In Grand Forks we have repeatedly been asked, what will it do for me?

And that question was one to be answered on a dollar and cents basis.

Some have dropped out because a raise was not forthcoming in their particular cases, although they were receiving the proportionate raise their original contracts justified in systems that pay a living wage. No organization can drag you out of the hole you are condemned to by your own personal folly, i. e., under-bidding for a contract and offering your services too cheaply. We can perhaps discourage others from committing like follies, we can use our influence backed by public opinion. Labor can help us formulate public opinion.

Here is one example that many communities could duplicate out of their own experiences. In Cambridge, Massachusetts, working conditions in the public schools seemed unbearable—less than a living wage and no inclination to make the salaries correspond with the advancing costs of living. Class rooms were crowded, poor housing; bad, bad, bad, all the way through.

Some of the teachers in desperation united in an attempt to improve working conditions and a committee appointed by them sent out statements and appeals to every organization in that city.

Who responded, the Commercial Club? The doctors? The lawyers? No, indeed, one organization and one alone responded, consulted with them, brought to bear the weight of its opinion, its voting power. The teachers then organized as Local 195 of A. F. T. That is less than half of their 300 odd teachers organized in recognition of the fact that to Labor and to Labor alone they owed their relief.

Can we afford to struggle along hugging to us the delusion that we are outside the need of assistance, that we are above the mass because of an imaginary professional standard?

Let us not deceive ourselves, we are working people and because of that fact are justified in receiving a just competence. The laborer should be worthy of his hire and the price paid should be proportionate to the services rendered.

And in the union of all workers lies the hope of better days.

J. GRACE GREENWOOD,  
Grand Forks Local 205.

The first rural teacher hired in Yamhill county, Oregon, in 1932 was given a \$5 raise instead of a cut.

### **Illinois Passes Income Tax**

The Illinois Legislature passed an income tax law. The rates were low and the law provided but a small proportion of the total revenue. We feel, however, even though a lower court has declared the law unconstitutional, that it was a step in the right direction.

The property taxes have been shown to be inadequate in a time of economic stress. New taxes must either supplement or replace the traditional property tax. In times of depression much property earns no income and taxation frequently means confiscation. Income tax has the virtue of falling upon those who have incomes. Property taxes and the popular but inequitable sales taxes frequently must be paid by those whose incomes have shrunk almost to the vanishing point.

Teachers must interest themselves in the problems of taxation if the schools are to be maintained at their present efficiency to say nothing of their needed improvement.

### **Survey Gathers Facts on Six Urgent School Finance Problems**

The National Survey of School Finance is now working on six important State school finance studies, Wm. John Cooper, U. S. Commissioner of Education, has announced.

These studies, detailed plans for which have been approved by the Survey's Board of Consultants, include:

1. The study of educational effects of certain major economy measures which promise a saving of expenditure without injury to educational programs.
2. The basic facts needed for State legislatures in the distribution of State aid in such a way as to relieve critical points of financial stress now endangering education.
3. The formulation of more adequate standards which may be readily used to determine reasonable costs of supporting schools in various sizes of communities.
4. Further study of the proper tax base to be used in determining the amount of aid to which districts of varying wealth are entitled.
5. Summarization of recent findings of various tax commissions and tax experts in their bearing on the problem of financing education.
6. The development of the best possible standards for the reorganization of rural school districts in such a way as to improve educational opportunities and eliminate unnecessary expenditures.

Immediate investigation of these six major State school finance problems is expected to make available within a few months, to groups interested in bringing about adaptations in their financial systems next year, first-hand information on State school finance and rural reorganization. Studies of economies made possible within limitations of budgets for the next fiscal year will also be made.

A list of possible topics to be investigated by students in school administration and finance is being prepared by the research staff of the National Survey of School Finance, and will be made available, in the near future, to research agencies in the various States. This plan to stimulate a large amount of research in the field of school finance was endorsed by the Board of Consultants of the Survey and groups of representatives of various universities, State departments of education and State teachers colleges.

### Travel-Study Vacation in Europe

A new travel-study vacation plan which offers the opportunity of hearing lectures and discussions by European liberal leaders with a trip through seven European countries has been initiated by the American Peoples College in Europe.

Directed by S. A. Mathiasen, with an advisory committee made up of such men as Dr. John Dewey, Dr. William H. Kilpatrick, Bruce Bliven and Dr. Harry Overstreet, an informal college center has been established in Oetz, a tiny mountain town located high in the Austrian Tyrol. Oetz was chosen both for the beauty of its surroundings and because its central situation makes possible the tours through Europe which are an indispensable feature of the college.

While a whole year's plan of travel and study has been worked out for American students, young working men and women and a few older people with a definite professional interest are accepted for three month periods or longer without examination and without reference to former schooling. The basis of admission is evidence of character and eagerness to learn.

Travel parties under competent liberal leadership will leave New York at intervals during the summer and fall. After a few days in Paris each party will spend two or three weeks at Oetz where the village inns are utilized for the informal college. Here European liberals will give lectures and lead discussions in English, and the beautiful mountain district will give unparalleled opportunities for recreation. Each party will then tour Germany, England, Denmark, Finland, Switzerland, Czecho-Slovakia and France.

With the cooperation of foreign governments and educational organizations, the Pocono Study Tours, the non-profit travel bureau organized by the college, is able to offer the opportunity to see the best side of Europe at a cost far below that of even the ordinary student tour.

### Washington Local 27

This small but determined group of union teachers is intact.

It has been deeply concerned about the proposal of the Budget Committee, which recommends D. C. appropriations to Congress, to give less than 20% of the total to Negro schools, and 80% to white schools. The local made a strong appeal to both House and Senate committees. A very favorable reply came from Senator Bingham of Connecticut, from Senator Capper of Kansas and Rep. Cannon of Mississippi. The N. A. A. C. P., the College Alumnae and many civic groups joined the petition and as a result, the equitable proportion of 33-1/3% was assigned Negro schools.

Local 27 made an earnest plea to the D. C. Supreme Court judges for the reappointment of Mrs. Mary A. McNeill to the Board of Education for the District of Columbia. It also secured several other organization endorsements of this member, because of her impartial and independent attitude and because of her understanding of the teachers' viewpoint. Strong expectation of her reappointment is voiced by local papers.

Our local has been able through a rummage sale held in April to secure a great deal of clothing for needy children. The proceeds of the sale were for our local, but we made gifts of outfits to penniless children of Washington, and then sent a large consignment to Croome School in southern Maryland where the family income is sometimes as near zero as it is possible to be.

Mr. James D. Campbell, member of the Executive Board, received an award, the second, for the high percentage of memberships secured for the N. A. A. C. P. whose annual conference was held in Washington, May 23-28, 1932.

This year's Spingarn medal went to a teacher of outstanding achievement, Major R. R. Moten of Tuskegee. This man also received the Harmon award last year for brilliant achievement along lines of interracial amity.

MARY MASON JONES.

CONSUMER LOANS IN WISCONSIN by Genevieve Townsend, research assistant to Professor John R. Commons, department of Economics at the University of Wisconsin, is to be published this spring. The book contains not only an analysis of credit unions in Wisconsin but also a survey of all small loan agencies in the state.

### New York Local 5

The New York Teachers Union held a reception for new members of the Teachers Union at the Washington Irving High School on May 13.

Addresses on Unionism were given by A. J. Muste, A. Lefkowitz and Dr. H. R. Linville.

The Brookwood Players presented "Mill Shadows" by Tom Tippet. The play, which dramatizes the southern textile strike at Marion, N. C. in 1929, gave the keynote of the meeting as expressed by Granny when she says: "Us mill folks has got to stick together . . . A lot of people everywhere will help us. Maybe there'll be a labor movement . . ."

### New Books

#### PATHWAYS IN SCIENCE

By *Gerald S. Craig and Others*

Ginn and Company, 1932. 6 vols.

Continuing its policy of publishing new books to meet new requirements of the schools, Ginn and Company is presenting this spring an important new series of science books for the elementary grades by Gerald S. Craig of Horace Mann Elementary School and Columbia University, and a number of experienced elementary-school teachers.

This series is the first to meet definitely the recognized need for systematic science training from the first grade through the sixth. It is in close harmony with the just published recommendations of the Thirty-First Yearbook, Part I, of the National Society for the Study of Education. The material is presented in so challenging a manner with such a wealth of attractive illustrative material that there will be few children who will not respond enthusiastically to it.

According to one of the clerks, the Hub, leading downtown Chicago men's clothing store, is paying no wages to its salesmen. They get commissions on what they sell.

### Who's Who in this Issue

John C. Granbery, professor of history at Texas Technological College, Lubbock, Texas; member of the American Federation of Teachers.

Felix Sper, Department of Social Science, Thomas Jefferson High School, Brooklyn, New York.

Norman C. Thorne, Assistant Superintendent of Schools, Portland, Oregon.

# A Basis for Appraising Teachers Unions

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To the Editor of *School and Society*:

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Such was the beginning of a movement which without completely conceived plan, it is true, nevertheless has developed independently of the conception which is held by old-line educators that teachers should preserve the attitude of guaranteeing their loyalty to the standards of "educational and social service" that were approved by these educators. Indeed, with such a beginning there might have been assurance that the Pollyanna type of teacher would not be the one to develop as a by-product of the movement. Union teachers soon began to realize that certain social forces of economic and political origin were operating to press the schools into line for the maintenance of the *status quo*, and the children into the matrix of con-

formity. Union teachers also found that when issues of freedom in teaching arose, the old-line educators took the side of the oppressors, regardless of the importance of freedom as an educational prerequisite. Similarly, the unions have found that school officers and their educational allies were against experimental schools in public school systems, apparently as part of a consistent stand against educational radicalism. Not until the summer of 1931 was an experimental school established as part of a great public school system. This was in Chicago where strong teachers' unions have grown up, and are favorable to the experiment.

## Status of Teachers

We have also found that such a reactionary influence as that exerted by the unnatural "Daughters" of our late Revolution has made headway in conventional educational circles in dictating the conduct of teachers deemed by them to be proper. To them we owe the movement to require public school teachers to take oaths of loyalty. This non-professional dictation we condemn unqualifiedly, as we do the petty dictation of country school trustees who order the length of women teachers' skirts, and meddle in the smoking issue. We also condemn the New York State Legislature when it passes a bill that provides for the dismissal of teachers who for five consecutive years fail to register and vote, as if teachers were wards of the state. The teachers' unions stand practically alone among teachers' organizations in opposition to these impositions which tend to discredit the status of teachers in communities.

From time to time teachers' unions find it necessary to take a stand against school officials on issues involving professional morale. For example, the New York City school officials for several months have been carrying on a campaign of collecting funds from teachers for general unemployment relief. The percentage of salaries asked, starting at one per cent, has been increased recently to five per cent. The official attitude in making collections has changed from one of seeking contributions on a voluntary basis to one of outright coercion. The New York City Teachers Union alone came out for the cessation of coercion, and for a social program of dealing with the unemployment situation. The Union maintains that "waging a war on poverty," by collecting a fund from teachers, such as school officials proclaim, is futile. The obligation of the schools is to carry on the business of public education which is now being largely neglected by those officials who seek to collect the required \$400,000 monthly for relief. The Union has also denounced the sordid appeal which school officials have made to teachers to contribute to relief as a means to allaying public clamor for a ten per cent cut in teachers' salaries. The politically-ridden New York City school system also stands a chance of gaining through this collection possible protection against impending investigation by the Hofstadter Committee. Nevertheless, this Committee is now investigating the very collection against which the Teachers Union has protested. Editor McAndrew is familiar with the long and consistent fight which the New York Teachers Union has made against political preferment in appointments in the school system of his former home. Something about that fight might well have been included in his "Appraisal."

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3. Improvements should be instituted to care adequately for the underprivileged child.

4. The classroom must be freed from such unnatural restraints and exterior compulsions as are transformed into inner compulsions.
5. Efforts must be made by public school systems to advance by experimentation. Experimental schools established within public school systems may be the means by which teachers and school officials may learn how to improve public education and make it effective.
6. Teachers must become better qualified for their work through the study of social problems, social institutions, and social movements. Public education itself in relation to other social institutions should be comprehended by all teachers who expect to prepare children for intelligent citizenship. High academic qualifications for teachers must be supplemented by an understanding of the forces that bear on human living.
7. We believe that freedom in teaching is a condition absolutely necessary to good teaching on the part of teachers and effective educational growth on the part of children. We believe social adjustment and progress and character training are not possible except when learners are free to inquire into reality.
8. We believe that those social forces which represent special privilege in human society constitute the most serious obstacles to progress through public education.

These extracts may show in brief how our thoughts have been drawn away from the contemplation of codes of professional conduct, and such, to the consideration of ideas of fundamental social and educational bearing. We are not contemptuous of the old-time amenities in teacher behavior, but we believe that in the large the acts of looking and hoping for official approval of conduct have the effect of continuing the ties to the old educational order, and in turn tend to maintain the social *status quo*. In other words, we believe that teachers should be growing out of the primary and dependent grade of experience where close association with undeveloped minds in the school and outside may tend to keep them, into the realm of rank and file adult experience in common with other workers. We believe that working and thinking as adults about their experience in terms of the general social welfare will tend to develop among teachers a new leadership which public education sadly needs. Moreover, we may well expect to derive better teachers as the solid qualities of intelligence and understanding emerge.

We think it is more than accidental that many teachers are already thinking ahead in terms of a considerable reconstruction of public education as a major feature of a better social order.

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President of the American Federation of Teachers.

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### The Game of Ballyhoo

(Continued from page 5)

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THE ACME of futility is the man whose total reaction to others' plans and projects is the finding of objections and weaknesses. When conferring with those eager to formulate new plans, he has no constructive suggestions to make; his uniform reaction is to search for the holes. He punctures ideas, but he has no alternative suggestion to contribute.

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Sometimes the objector is less a wise critic than a timid agent. His mind may not be keen, and what he lacks in wit may be compensated for in caution. He may be afraid because he fears adventure, or his objection may grow from preference for the comforts of the customary over the irritations of change. Being unwilling to change, he may rationalize his inertia by picking flaws in novel action.

To the thinker such a person has some value for he may induce conflicts from which rise problems and the desire to search for solutions; he also may act as a constant source of discouragement to those anxious for action. This critic-objector destroys group morale, impedes action, acts as a four-wheel brake on the car of progress which, like all brakes, has its uses on occasions, but provides neither direction nor power.

The difference between the man who says "But" and the one who says "That is a fine idea" is a difference in attitude toward life. The former pulls back, criticizes, and withdraws all of his points of contact with reality. He belittles in his thinking what other men advance. He does not listen. The latter generously grants initial acceptance to a new idea, listens to its exposition, expands it, watches it grow, criticizes it, and adopts it if it stands the test of thought.

The most serious impediment to concerted action lies in the lack of generosity and judgment to grant that the man who advances a new idea is ordinarily an intelligent man who has some reasonable basis for his idea, however bizarre it may appear. Granting that assumption, one is in the way of learning much from many people and proceeding to wiser action than could be achieved by unassisted inner thought.

EDUCATIONAL RESEARCH BULLETIN,  
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### Education for the Future

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

# American Federation of Teachers

## Sixteenth Annual Convention

HOTEL KNICKERBOCKER, CHICAGO

June 26, 27, 28, 29, 30, 1932

THEME—SAVE OUR SCHOOLS

### AGENDA

#### Economy Programs

The issues and forms of salary reduction  
Increase in size of classes  
Curtailement of curriculum  
Curtailement of teacher rights

Taxation in Relation to Resources of Wealth

Credit Unions

Insurance

Group

Unemployment

Mass Education, Gang Rule and the *Status Quo*  
Character Education in Relation to Progressive Education  
Teacher Training, Preparatory and In-Service  
Teacher Tenure  
Retirement Systems  
A Social Program in Relation to Education

June 26, 1932

Executive Council Meeting

Monday, June 27, 1932

10 a.m.

Addresses of Welcome

Chicago Locals

John Fitzpatrick, President, Chicago Federation of Labor

President's Address

Secretary's Report

12:45 p.m.

Get-Together Luncheon, Silver Club, Hotel Knickerbocker  
Reports from Locals

Tuesday, June 28, 1932

9:30 a.m.

The Economic Dilemma and Our Schools—James Mullenbach

Report—Finance—C. L. Vestal

Nominations

Reports from Locals

2 p.m.

Report—Academic Freedom, Henry R. Linville

Report—Education, Mary C. Barker

Report—International Relations, Selma M. Borchardt

Reports from Locals

7 p.m.

Dinner

Address—Ernest Fremont Little (Tentative)

Address—Labor and Education, William Green, President American Federation of Labor

Wednesday, June 29, 1932

9:30 a.m.

Report—Exchange of Teachers, Mary C. Dent

Report—Positive Health, Bertha F. Ferguson

Report—Placement Bureau, Amy A. Fox

Report—Credit Unions, H. S. Bechtolt

Reports from Locals

2 p.m.

Report—Extra-Curricular Activities, Alice F. Drechsler

Report—Tenure, J. M. Graybiel

Report—Committee on Officers' Reports

Election of Officers

Report—Resolutions Committee

Thursday, June 30, 1932

9:30 a.m.

Report—Policies Committee

Report—School Problems Committee

Report—Social and Economic Trends

2 p.m.

Report—Legislative Committee

7 p.m.

Executive Council Meeting

