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AMERICAN TEACHER

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THE AMERICAN FEDERATION OF TEACHERS

Protects
the Interests of Every
Member
of the
Teaching Profession

The organization functions solely because
it renders a service

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THE AMERICAN TEACHER

VOL. XVII

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Placing the Responsibility

THE Chicago teachers are facing a discouraging if not an altogether desperate situation. They have been hopeful, patient and courageous while waiting for promised relief. This relief has been denied them not once but repeatedly.

Many of these teachers know that without almost immediate relief, which is no longer even promised, they must give up their positions as their meager resources entirely disappear. Unless the help that was promised is forthcoming, they will drop out one by one to be replaced by others desperate enough to take the chance of future rewards, or they will decide to walk out *en masse* with the slight hope that such a wholesale dropping out may awaken the public interest in the public's schools. The latter course could not in any sense be considered a strike. The American Federation of Teachers has an anti-strike policy, but this policy would not be affected by the fact that one or ten thousand members of the organization refuse to work indefinitely without pay.

Any action of this kind by the Chicago teachers would be accompanied by much unpleasant publicity for them and for Chicago and would cause great injury to the children of the city. The teachers will not take such action except as a last resort.

For more than a year and a half the teachers of Chicago have received irregular, infrequent and miscellaneous kinds of payments for their difficult labors. They have taken "scrip" afterward declared illegal, tax warrants subject to huge discounts and small installments of real money when they were able to get them.

The teachers were led to believe last winter that the Chicago banks would buy Board of Education warrants if the tax assessing and collection machinery were changed to a system approved by the banks. The teachers helped to secure legislation demanded by the banks. *The banks bought no warrants.*

Next, the teachers were told that the banks could or would not buy educational warrants unless large cuts were made in the present year's school budget. The cuts were made. *The banks bought no warrants.*

Then they were told that a certain law regarding the N. S. F. warrants must be repealed before they could expect help from banks. The law was repealed. *The banks bought no warrants.*

Now these ever hopeful teachers are told that the banks will buy no educational warrants of the City of Chicago unless further cuts are made in school costs.

Many disillusioned teachers are beginning to suspect that they have been the victims of bad faith upon the part of the banks. Are they not justified?

The Chicago teachers received one-half month's salary early in October, the first pay since August when they received two weeks' salary. The last check received was for services rendered the first half of April. All salary earned since April 15 is wholly unpaid. A large portion of the salary for the year previous to April was paid in illegal scrip and depreciated warrants.

With the exception of the latest two weeks' dribble, the money for the past nineteen months has been paid with loans made from various city funds which have been exhausted. The banks have bought warrants to furnish just one-half month's salary.

The banks seem willing to buy warrants secured by other city funds but none for the benefit of the schools. This attitude of the banks is dictatorial to say the least. If the banks are to go further than to decide whether the warrants of the City of Chicago are a safe investment or not, they become the real government of the city. The power to tax is one of the greatest powers possessed by governments. If the banks insist upon not only the right to determine the amount of taxes the city may raise but also how the taxes are to be used, they usurp the most vital functions of government. Under these circumstances elected officials seem superfluous and an unnecessary expense.

The most unjust and ironical feature of the treatment of the teachers by the bankers is that the teachers are in no condition to weather a financial storm because of the failure of so many Chicago banks. Many teachers have lost their life's savings because these savings had been entrusted to these self-appointed guardians of public finance and welfare.

The Chicago banks financed the "blue sky" undertakings of the Insulls and bought bonds in tottering European governments but refuse to invest in six per cent obligations of one of the greatest cities in the world, their own city upon whose welfare depends their own prosperity. They refuse to buy these securities notwithstanding the fact that current financial news articles report that the banks are loaded with cash and are unable to make satisfactory loans.

The attitude of the Chicago Board of Education as expressed in a recent action is also resented by the teachers. Through its acting president, the Board declared its purpose of keeping the schools open whether the teachers were paid or not. If the teachers were forced to quit, there were others to take their places.

If the public officials of their own volition or through pressure of financial interests force the closing of the schools through continued non-payment of school employees, the responsibility for what happens must be placed where it belongs. The consequences will be more serious than some financiers realize. The responsibility for closing Chicago's schools will certainly not rest upon the teachers who have been more than patient and have done everything asked of them by the bankers and officials. It must rest upon the public officials or upon the banking leaders who have by implication promised relief repeatedly and have not given it. A study of the activities of the banking groups in other cities where similar attempts to cripple the schools have been made leads to the belief that most of the responsibility for the plight of Chicago's schools is upon the lords of finance.

The Schools and the Future

James E. McDade

Address given at the Sixteenth Annual Convention of the American Federation of Teachers, June 28, 1932, Chicago

EDUCATION, like all other social functions, is in a critical time for the reason that the economic structure is in a desperate plight, and all human affairs have to be rearranged, readjusted and reinterpreted.

We read history and become accustomed to the slow evolutions by which great changes are brought to be, but we fail to realize when we are a part of them that sometimes those changes succeed one another with bewildering rapidity. Things do not happen in history as a plant grows, by slow accretion; they seem to move along slowly year after year, and then various forces accumulate, pressures become intense, and finally something like an explosion takes place and events succeed one another with enormous rapidity, relatively, to what went before. It is our fate not to live in one of the ages of history where we could easily get our bearings and where our grandfathers could tell us what to do. It is our fate to live in one of those almost cyclonic times when all our old bearings are swept away, and it is necessary for us to evaluate anew all our dearest principles and reexamine things for ourselves. When we look back just a generation or two we see some of the things that have been taking place to give us a sense of rapid movement at this time. For example, in the time of your grandfather or great-grandfather, let us suppose he was a long-lived man, the occupational distribution that existed at the beginning of his life was practically that which existed at the end. But the occupational distribution that existed at the beginning of your life and that which exists today are two far different things. That change has taken place in a degree unprecedented in the whole history of the world. The change, of course, has been due to the great industrial development.

Another great change that has taken place and which created new problems, is the rapid urbanization, the congregating of people in great cities in enormous numbers. As a result of the industrial revolution the greatest change of all, perhaps, has come through the almost miraculous improvement in ways of transportation, and particularly in ways of communication, just within a short lifetime. These have improved far beyond what they did in a half dozen centuries before, and that, particularly as regards the improvement in means of communication, has been enormously significant for us and for education, because instead of each individual coming in contact with a relatively simple environment in which he is placed, all of a sudden the walls are taken away and he looks out on the whole world. The remotest part of the world has come close to us, and I suppose the farthest corner of this planet, China or any part of Africa, is closer to us than a place one hundred miles away was to our grandfathers.

There is more intimate relation, closer knowledge, and altogether a more genuine connection. The man who works today does not work for his neighbor across the street nor for the people in his community; he works for the whole world. It is necessary that we in education should think of our particular task in those same terms, that we are not serving an immediate community,

but that the work we do is shot through and through with significance for the remotest corner of the whole planet and for all of the human race.

The old problems of existence are still present. We seem to be face to face with the same old problems of starvation and not enough to do, but they are changed problems for all that. We have starvation, but it is in the face of plenty in this generation. The means of production have been amplified and extended and no longer need the human race fear what it feared a hundred years ago—that it would outgrow its own capacity to supply the necessities, not to mention the luxuries, of existence.

The production problem for hundreds of years to the thoughtful represented the serious difficulty in the way of the human race. Tennyson, in "Locksley Hall" speaks of starvation as a lion creeping nearer the human race. But that fear is on us no longer. The problem of production has probably been solved. The problem of distribution, which in advance looked like the easier problem, is right before us and the next few generations and the children you are now teaching must solve it.

Here we are, with plenty of wheat, shoes, automobiles, and the capacity for producing all of these things, and we cannot get them to the people who need them. The problem of producing, as we now see it, involves an element that is very different from the problem of distributing. Production can be carried on with unintelligent people, but the problem of distribution is radically different. It requires an "I" and a "you." You must get the thing that I have or I must get the thing that you have, and it is not even that simple. I must get the thing that is produced on the other side of the world, or in a place thousands of miles away. People come into relations with one another in order that vast distribution may be effected. We are beginning to see the human factors in that, and a necessity for intelligence in the units that transact the business of distribution; and just at this time, when of all times the human race is desperately in need of intelligence and understanding and all that is implied by the word "education," some of our leaders would tell us that we do not need education. Surely it is the one solution, it is the one way out. If education cannot point us the way to distribution that is just and equitable between man and man, where is the solution except blindly to put the power in the hands of someone and say, "Do the best you can and we will have to get along with it"? A democracy is not willing, and we hope it never will be willing to accept any such solution as that.

In the picture that my friend Mr. Stillman drew of the leader in business who had had only an eight-grade education, and who said "Look at me," he should have said, "We industrialists and financiers have had eight years of education and look at the splendid mess we have made of things." That is just the trouble. These men who control our affairs have found them too complex for them to manage. They think they are dealing with the old simple formulas of production, but they are dealing with an entirely new situation where larger sympathies, understanding and ability to deal with undreamt of complexes are absolutely necessary. Education, then, must meet the problem, and education is

in our hands. If we cannot in this immediate crisis solve this problem, then if we can take a step toward it, if we can only avert the inevitable for a few years until the young people are free from the old shackles, the old hampering traditions, and are enlarged and made free by us, then we shall have done something to avert the crash until a more intelligent citizenry can take control of affairs.

The hope, then, of the solution of this whole problem surely lies in our educating a generation of young people who have a new and fresh outlook on life, and who are not to be deceived by the old shibboleths and the old watchwords and slogans, but who demand to see things with their own eyes. I wonder if we do not need to set ourselves free from antiquated pedagogical doctrines that have been adequate to a simpler day, but that are not enough for this day. One of our leading doctrines runs something like this: We formulate into a definite unit something that we wish to teach the children. We decide how the children shall approach it, what is in their minds already, what then we shall present to their minds, and how, step by step, we shall lead them to this outcome and this mastery which we have predetermined for them. And then we lead these children along that appointed way, step by step, till they come through to the conclusion that we had already decided on. You are familiar with that doctrine; I am afraid you are acting on it—I am afraid we are all acting on it—and what is its real significance? It means that the things we have to teach are settled, they are closed issues, they are definite things to be absorbed, to be taken over. It means the child, when he has mastered these things which we have formulated for him, has become educated—and perhaps that was true in earlier days, and will be true again in more static ages than this, but in this age, when we are in a whirlpool, that kind of education will not do. I am not one of those who feel that there is a kind of essence which is called education that is the same in all ages. I think that the education we give must take account of the world about us and what is happening in it. We hear often nowadays that the education we give ought to take account of social questions; it should even discuss the questions that adults about us are discussing, the millions of unsettled questions. This unit education, which represents things as closed and definite conclusions, will fit a static age, as I say, but not an age which must itself deal with new problems. I should say that instead of getting our children to accept the things that we teach, and then retesting them and finding whether they have come up to the standard, and then reteaching them—you know the formula—and once more retesting them, finally arriving at the point where all of this class have come up to the standard and may be passed, instead of treating them as so many pieces of wood that are to be turned, and measured with the calipers and then turned and worked on a little bit more and finally shaped up to such a form as is desired, and passed on as completed products, we must have an education for a more dynamic citizenship able to avoid a repetition of the things that have gone wrong. Where are we going to get the leadership for these difficult times in the future if not in the schools among the children with whom we are dealing.

Education is no longer carried on exclusively under the charge of teachers, as it was a hundred years ago. A generation ago a child got in school practically all the education that he received. Is that any longer

true? Of course it is not, because when you leave school other agencies of education still play upon you and influence you enormously.

There are three agencies that have developed a most marvelous technology—the newspaper, with the machinery back of it—I mean the physical machinery—the radio, which has solved the question of human communication and education in another way, and the movies, which again show to the eye and reveal to the ear in a most appealing form the things that happen far away. The child of today that you are teaching must be taught with the idea in mind that when he leaves you he is going to be the recipient for the remaining years of his life of an enormous flood of education of a type which comes necessarily through these mechanical agencies. The education that you give, and teachers traditionally have given, has been of an idealistic sort. It has been under the control of a high idealism for the most part, but the education which they get after they leave you is largely under economic and commercial domination. I leave you to judge whether this education is of a type that dovetails perfectly into the education that you have given. Does it not rather reverse the lessons that you have given and mould the child into an entirely new way of living? Unfortunately, we discover at a time like this that all this method that we have used in teaching children to acquire this thing that we have laboriously put into shape for them, all that we have done for them, has turned them over to these mechanical agencies that operate on them when they leave school most amply trained to accept everything that those mechanical agencies give to them. You want the child in school to say, "Yes, I see that. You have made it clear to me. I see it." You go on and make another lesson clear. He hesitates, follows you, and finally says, "I see that." And year by year he has acquired that marvelous docility that we so much admire. And then he goes out and there play upon him all the slogans and propaganda, no longer the idealistic sort, but the kind that has too often ulterior motives, and the child that we have trained so admirably still says, "Yes, I see that. I believe it." And he follows it, and follows anything under creation if it is only repeated to him often enough, because he has never had any other kind of training. Another kind of training is necessary for us in this age. It may not be in the next age, but in this particular age with the conditions the way they are, it is necessary that we should develop in the child the attitude of challenge; that is, the first reaction should be not to accept at all.

I should say that no child should ever accept anything whatsoever, any general statement whatsoever, without being taught at the same time—this is not a general pedagogical doctrine, but one that I say is fit for this time of storm in which we live—he should never be taught anything whatsoever without first searching for the strongest argument he can find against it. Here is the statement we want him to accept; here is the strongest argument against it. Then he would say, "In spite of this reason against it, I still feel that I ought to accept it." Then we have taken one short step toward the right attitude. But if we could only send out a generation of children who are from Missouri, who have the, "Oh, yes?" attitude, they might have a wholesome skepticism and they might react negatively whenever a new slogan came to them. Otherwise, the complete docility that we have produced, coupled with the enormous capacity for getting likemindedness which mechanical means have placed in the hands of a few

people, those two combined will set at naught all the objections and all the discussions that a few people of a more intelligent sort may conduct apart. These may discuss among themselves until they are black in the face, but unless they have ideas which are sound and which recommend themselves to an intelligent public, and unless there exists an intelligent public no longer capable of being led, but rather inclined to doubt until there is overwhelming evidence in favor of positive action, until that time we shall be in danger that many of the questions will fail of solution.

I think that perhaps out of all this may come a better situation. Many of us who were steeped in the academic theories of education, and who felt that if we could only, as the progressives say, take the children and give them freedom, let them be themselves, let them

develop like flowers, then we would have the true and the right education. Many of us who have believed that are coming to see that after all it is no solution. The child doesn't bear within himself the pattern that fits him for the age into which he is to go. He must be, perhaps not indoctrinated, at least fitted by intelligent teachers for the age into which he is to go. It is for us, perhaps, a very hard experience and a very disagreeable experience, but it will make us think over our education in new social terms. You cannot teach children in a world apart from the social activities that are going on throughout the whole human race beyond the classroom walls. This may be a disagreeable way for us to get a real interest in the economic activities of the world, but we are getting it and the lesson is a wholesome one.

Workers' Education and the Community

Eleanor G. Coit

IN A CLOTHING center in the middle western part of the country, former students of the Bryn Mawr Summer School for Women Workers in Industry met recently to discuss their educational and organizational activities. One group of students had been studying unemployment; another, problems of the machine age. A third group has been endeavoring to analyze their own emotional experience and attitudes in an endeavor to understand better not only themselves but the basis of their relationships with other people. Several members of one union represented at the conference have introduced into their union the discussion of current topics of interest and through labor drama are hoping to interest a larger number in their class work.

Is such study on the part of industrial workers worth while? What difficulties had to be overcome in organizing such a program? How could more effective activity be developed? These were important questions confronting this group of students.

In the state capital of a northeastern state former summer school students recently assembled with other industrial workers to discuss with representatives of their State Department of Labor the problems of workers under inadequate legislative provisions and questions of proper enforcement of the law. How could these workers be instrumental in increasing the value of the State Department work? Through what channels could they express their point of view on how the State Department can better help workers? These questions were asked by both state officials and workers.

Classes in all parts of the country grow out of the enthusiasm of Summer School students for further study of their own economic problems. After leaving the summer schools, students continue their study in over fifty communities and carry on their discussions of current topics such as unemployment, the tariff, specific industries, the labor movement. Their work may be in the study of literature; often through this study they gain further background for their understanding of social and industrial problems. Many students are in study groups; others attend lectures; some carry further their interest in the world in which they live through their own reading.

Important study is carried on by the students in connection with meeting specific situations. The Ohio students have this year an opportunity to work with the

Commission studying Unemployment Insurance in their state. They need to study this method of dealing with the problem of unemployment and to know more of the effectiveness of legislative action in order to bring about the passage of an unemployment insurance bill in Ohio. In Rhode Island efforts toward a bill for the prohibition of night work have engaged certain Summer School alumnae in a study of the textile industry and legislation in other states.

In one city a former student is the chairman of the cost of living studies of the League of Women Voters. In another, students have been working on women's bills before the legislature and have therefore given time to the study of government and legislative problems.

A group of students from the Wisconsin Summer School for Workers in Industry reported on their winter work. One group reports their efforts to interest the women of the community in buying union made hose; another has started a class for the study of economics. A student has been giving time to listening to the radio programs on economics outlined by the National Advisory Council; another now on strike has been working for his union on agreements with the employers of his trade. Other students have been helping to recruit new students for the summer school and to set up preparatory classes for these students. One worker has joined an industrial relations club which is making a survey of the mercantile establishments of their town preliminary to preparing a white list of stores.

The growth and expanding interests of these workers who have spent six to eight weeks at one of the workers' summer schools is interesting to those who believe that education should serve as the basis for more effective living. One student was immediately interested in increasing her facility in English and spent her energies in attending night school during the year following attendance at the summer school. She began to search for ways in which she could give some thought to community affairs. The League of Women Voters was a group with which she could join forces to work in legislation in her state. She found, however, few industrial women in the League and little representation of the industrial women's experience. With the cooperation of certain interested members, therefore, she formed an industrial workers' unit, through which special study of industrial bills has been carried on, and work conducted for the passage of the bills.

As this clothing worker became more articulate, she became increasingly interested in workers' needs and decided that most effective activity could be accomplished through the union. She had been a scab in a strike some years before and remembered the force with which she realized, at Bryn Mawr Summer School, what it meant to have hindered the efforts of her fellow workers. She decided to help the union and thus to strengthen the endeavors of her group for higher standards of living.

A shoe worker returned to her city to put her special efforts into trying to interest her fellow workers in further study. She attempted this through the more informal means of the industrial club of the Y. W. C. A. Through discussions, dramatics, classes, she interested these workers in further understanding industrial problems. She found her official union group more difficult to interest in questions of study. In this, however, she has met some success. She has become increasingly active in the work of the union. She was elected as a delegate to the Joint Shoe Council. She has gained an unusual knowledge of the history of her industry. Recently she has been appointed to represent her union in the Administration Board working with the State Department of Labor.

The Summer Schools for Workers in Industry are concerned in setting up a curriculum which will form the basis for further interest in industrial and social problems confronting the students, and a further desire to study these problems as a basis for meeting everyday needs. These Summer Schools—the Barnard Summer School, the Bryn Mawr Summer School, the Wisconsin and the Southern Summer Schools—develop their programs of study around everyday problems in the lives of the workers. To the academician, unemployment is a glaring evidence of the inefficiency of our economic organization and the inadequacy of a social system. To the worker—unemployment—as described by a textile worker of Pennsylvania, means “no food—insufficient clothing—sickness—worry—and bills.” The problem of wages is not primarily one of the theory of “money wages” or “real wages”; it is a problem of security, of existence.

Industrial workers from all over the country gather each summer at the Bryn Mawr Summer School. Barnard draws industrial workers from New York City; Wisconsin from the middle west; the Southern Summer School from the South. These students come with experience in the garment industry, textile industry and the many trades in which women find employment. Their political affiliations may be negative or may embrace the “left” wing; they may never have heard of a trade union, or they may be active in radical groups. Some students come with a minimum of grammar school training; others have done some high school study. Some live in metropolitan communities, others know only the life of the mill village or the small southern mill town. The students come from agricultural communities, from “Middletown” and from metropolitan centers. Many were born abroad. Out of this varied background, the work of the Summer School is to find some common ground of interest, some basis for the common study of questions in industrial and economic life.

Suggested by their individual curiosities, projects are developed in which their own experiences form the stepping stones to an understanding of the industrial world as a whole. Professor Dewey has said that education is a process of the reconstruction of experience. “We behave intelligently”, according to Dr. Childs,

“when we participate in the movement of events in such a way as to shape the direction of present happenings so that they terminate in outcomes favorable to growth and expansion.”* The study program at the Workers' Summer Schools is an effort to interpret the experience of this group of workers. Work is conducted in economics in order to analyze current problems; in history and science to provide background for the present; in literature to gain a cultural understanding of the world scene.

Students return to their communities more clearly aware of their place in the community as workers. Their curiosities have been awakened. They are interested not only in pursuing their studies further, but also in making articulate through community activity their awakened interest in social and community affairs.

Student activities are an important test of the value of Summer School work. Only in so far as the student is able continuously to study his own situation and through this study to find a more effective basis for living, can the school be said to be doing its work. A group of students recently setting up measurements for workers' education decided that the study must be an interpretation of their everyday problems, must bring new understandings and growth within themselves and form a basis for effective activity. This type of work the Summer Schools are carrying on in their year round program.

The summer work is strengthened when it is part of a wider educational program. The Affiliated Summer Schools conduct all year activities under the Educational Department whose function it is to cooperate with the faculties of the schools in the study of teaching methods; to conduct research concerning the backgrounds and needs of the group of workers with whom the schools carry on their work; and to prepare material for use by workers' groups and to conduct local workers' classes where the need has evidenced itself in many parts of the country. A systematic winter program has been effected, including the establishment of workers' classes in different parts of the country, and advisory work with many study groups; an active service of consultation through travel and correspondence for former students of the summer schools who are eager to turn what they have learned into a program of intelligent action; and the stimulation of interest in workers' education by conferences of teachers, the study of educational method, and the publication of bulletins on special projects.

The Educational Department has published pamphlet material for workers' classes. This material is the result of experiment and testing through use in local summer school classes. In addition, a number of research studies are in process. One of these deals with the use of psychological tests as a method of grouping adult workers in the class room; another analyzed the work experience of the students of the summer schools. Both of these studies have been conducted by faculty members of the schools. Such work serves to make more effective the educational program of these workers' education schools.

* “Education and the Philosophy of Experimentation.” Childs, p. 75.

There is no depression in the munitions industry, say the employes in the Picatinny arsenal at Dover (N. J.). For the past seven months three shifts of workers have been kept busy manufacturing bullets.—Federated Press.

Educational Breakdown

A National Problem

Harry L. Tate

THE writer, together with Mr. Homer Davis, Principal of the Riis School of Chicago, had the opportunity of speaking before the Resolutions Committee of the Democratic National Convention last summer on an educational matter of vital importance to every school district in the United States. Our objective was to secure a plank in the Democratic Platform pledging the party to institute and support legislation which would allow the lending of federal money to the individual states on good security, said money to be passed on to the school districts that needed it, they, in turn, putting up their security with the respective states. The plank read: "We favor making federal loans through the Reconstruction Finance Corporation on security approved by it to states, upon their application, for the purpose of temporarily supporting public education."

Two main objections arose. First was the almost universal belief that Chicago was asking for itself alone. The terrible financial mess in this city had been so well publicized that delegates from most other places could not see their own educational situation, or at least took opportunity to minimize it by magnifying circumstances in this locality. The provincialism manifested was a glaring example of the inability of most political leaders to think in terms other than purely local and selfish interests. Lesser political luminaries were more expressive of an understanding of the possibility of not only the crippling of educational opportunities but of an actual breakdown. Here and there a big leader did what he could, however.

During the process of lobbying chance was afforded us to get at the feelings and thoughts of some of the delegates. Senator Walsh of Montana was outspoken to the point of saying that half the school districts of his state had either to close down or to close early. If that situation prevailed then imagine what it will be a year from that time and then in two years, for the evidence of an economic recovery with which, of course, the school problem is fixedly intertwined, is at the date of this writing indicative of a psychological recovery only. Senator Walsh was so busy with matters relating to the chairmanship of the convention, however, that he could not give his time and energy to the cause. William Gibbs McAdoo was another great influence. He has worked hard in California for better schools and supported progressive school measures. That background together with his experience as Secretary of the Treasury, during which time he had to lead in the financing of the greatest war of all time, eminently fitted him to grasp the full import of the possibility and the serious consequences which will result from a partial or total suspension of the education of any generation of young people. He used his influence but to no avail. Governor Parnell of Arkansas was an extremely enthusiastic exponent of the proposed plank. He stated that for the past year he had been working on a similar proposition, which is the much mooted question of federal aid to states that are, even in normal times, incapable of financing education to the point where their

children have advantages equal to those of more prosperous members of the Union.

By and large, though, delegates said it was up to Chicago and Illinois to solve their own problems; that we had no right to toss our troubles into the laps of our neighbors; that rotten political conditions acquiesced in by the people for years and years past had, through waste, extravagance and graft, created the local financial collapse, and such conditions precluded any community from requesting a federal loan. Only a few seemed to have the slightest knowledge of the delay in the quadrennial assessment in Cook County as a result of which not a dollar of tax money came into the school board treasury for a period of twenty-six months. A few knew of the organized tax-strike and of course used that against the community.

The second main point of resistance was put very well by Mr. McAdoo who remarked that the proposed plank should be adopted but predicted its failure because the delegates' minds were so full of the booze question they could not give proper consideration to questions of real sociologic or economic import. The wild spirit manifested by that convention at the slightest reference to beer or repeal was ample proof of the soundness of the prediction.

I have set forth the above facts somewhat at length in order to show the reader that, no matter how well he is acquainted with the possibility of a national breakdown in education, convincing some of our eminent politicians or even interesting them in this nation-wide problem is quite a different matter. Every teacher in the country should be arming himself with data on every conceivable phase of education so that he can put up an intelligent defense. He should not wait until an attack is actually launched but should be informing relatives, friends, neighbors, on the purpose, value and need for elements in the educational system that are not understood by the citizen who has few or no direct contacts with schools. Most people have not kept abreast of professional advances and hence cannot see the value to the individual or to society of many advantages now offered to young people. They did not have them and why are they so necessary now?

Statistics to prove that there is a trend toward a national breakdown are difficult to obtain. It is doubtful if a very thorough study has been made on account of the cost attendant on such an undertaking. By the time data would have been collected the problem would have changed so that they would be irrelevant. In lieu of a more accurate method that of the questionnaire yields some results that are very worthy of consideration and tends to prove that the schools of the nation are in for some drastic curtailments in the future.

Mr. Clyde R. Miller, Editor of *School Management*, awoke early to the value of knowing what is happening to the schools throughout the nation in the line of deflation. In the April, 1932, issue he asked executives to write in and tell how expenses were being reduced in their schools. A sampling of several hundred replies from cities, towns, and villages in states throughout the

country revealed that of those replying, 62% were reducing teachers' salaries, 50% were reducing administrators' salaries, 37% were employing fewer teachers, 6% were employing teachers of little training and experience at the lowest salary levels, 19% were reducing the length of the school year, 38% were increasing the size of classes, 33% were postponing the erection of new buildings, 54% were postponing the purchase of equipment and supplies, 8% were eliminating subject matter, 8% were eliminating free text books, 3% were reducing the top age limit of compulsory school attendance, 10% were attempting to reduce the budget by other means.

The above results published in the June issue are probably fairly good indices of what is happening in general. The same percents in all likelihood would hold in a nation-wide survey. Various and conflicting views were offered by the executives as was to be expected. Some stated that it is foolhardy for teachers to refuse to accept cuts, that industry has had to do so and there is no valid reason why the schools should be excepted. Let me pause right here to answer that absurd statement. It is either just another proof of the deplorable ignorance of educators regarding their economic status, or an outcropping of that asinine attitude of extreme civic mindedness whereby a teacher is led humbly and gratefully to reduce himself to the miserable condition of near poverty in order that the welfare of the community may be served. It is merely the missionary spirit we used to talk about in the guise of civic duty. On the other hand other executives said that education has never been inflated—and could see no excuse for deflation. In Chicago we know that to be true. There were no increases in teachers' salaries all through the most prosperous years the country has ever experienced. While the line of wages for labor and profits for business were rising sharply, ours remained horizontal. In fact we were suffering a loss in comparison to other earners. Our real wages were cut. In short we were having a depression while most other workers were enjoying prosperity. It is important that the teachers of each locality know how their remuneration compared with industry and business before and during the period of prosperity so that their salary demands and defenses to unjust demands against their salaries can be put on a basis of fact and intelligence. Few of those who answered saw deeper into the problem of taxation, into the revision of archaic taxing systems and the just distribution of the returns from a just levy.

On Sept. 27th the writer sent an inquiry to Mr. Miller for further information and his reply is so illuminating that it is quoted at length.

"I have not made any later survey but as Director of the Bureau of Educational Service here at Teachers' College, Columbia University, I am in a position to know fairly well what is happening throughout the country. As you know, we receive in a normal year requests from thousands of employers in education and from quite a number of employers in business to recommend candidates for positions. This year in July the number of requests received was 63% less than the number received in July, 1931. In August the number was 53% less than the number received in August, 1931. The number of positions filled was slightly more than half of the number filled in July and August, 1931. Salaries are measurably lower—most of them at or near the legal minimum, so far as education is concerned.

"What is my guess as to probable cuts during the school year of 1932-33? Well, what I say is, of course, only a

guess. Unless there is marked economic improvement in this period there will be further cuts both in salary and in personnel. At the same time the burden upon the schools will increase; and more and more young people will be in high school longer because they have no place else to be. Classes will be larger; the teaching load considerably larger. Fewer replacements will be made to fill vacancies caused by death, marriage and resignation. Teachers will simply double up on their work. There will be more marked prejudice against married women teachers and against teachers who come from other communities. Capital expenditures will be less even than at present.

"I suspect that for some time to come few elaborate schools of the type which were erected during the prosperity era will be built. Maybe this is just as well. I would guess that new school buildings are likely to be of very simple construction.

"The likelihood of some of these things coming to pass presents a sharp challenge to the professional organizations of teachers to maintain high teaching standards. My own feeling is that there ought to be a national committee set up jointly by the Progressive Education Association and the National Education Association, but operating independently of either, to help marshal public opinion against present tendencies which threaten to cripple the schools. When we consider that the latest federal budget involves an expenditure of more than four billion for army, navy, bonus and pensions, and other expenditures connected with war; and when we consider that this is by all odds the largest expenditure on our national budget it becomes apparent that the greatest competitor of public education is the military establishment."

Mr. Lewis W. Williams, Secretary of the Appointments Committee, University of Illinois, answered as follows:

"I can give you some information which will be of service to you though I am unable to give you facts concerning all of the points which you mention. Our placements during the past season were about one-half of the number of one year ago. The average salary of beginning teachers placed through our Appointments Committee was \$1104.00. This is about \$200.00 less than the figure for one year ago. These beginners naturally go into the smaller schools where, I imagine, most of the cutting has been done. I am sure the salaries have been cut in the larger schools but the communities backed by rural districts have had this as a much more acute problem.

"The High School Visitor's office is getting information from the high schools of the State which will give definite information concerning the cutting of salaries, the eliminating of studies and the shortening of terms. This probably will not be available for a little while yet as the reports are just coming in."

The following specific case is ample evidence that Mr. Miller's guess is not by any means too wild. In one of the suburbs of Chicago is a large school with conditions that are semi-barbaric both for the students and the teachers. In a plant built to accommodate twenty-five hundred students is operated a high school, continuation school, junior college, a night high school and a night junior college. Teachers are assigned to teach in any or all of these organizations so that the length of a teacher's working day depends upon how spotted his program is. Classes in the day school begin at six-thirty A. M. and extend to five-thirty P. M. except on Saturday which is the short day. It runs from eight A. M. to four P. M. for classes in vocational and laboratory subjects. On Sunday the building is kept heated for teachers who have no other time to direct extra-curricular activities and to do routine work. Nearly all teachers have seven teaching periods. The freshman English classes contain from eighty to ninety-five students. Many classes are in charge of girls who have only a high school education. No replacements were made for a dozen teachers who did not return, in spite of an increase of eight hundred in enrollment in the high school alone. There has never been tenure at this school, a yearly contract with a thirty-day dismissal clause having constituted the basis of employment, and even that has been denied for the current year. The

teachers have the same status as day laborers. They have gone without cash much longer than Chicago teachers and have discounted as high as fifty per cent one form of paper given as salary. They have had to accept a twenty-five per cent cut in salary besides the loss from closing two weeks earlier in June and opening two weeks later in September. The above is a sample of actual happenings and circumstances in a so-called civilized urban community.

Are you next in line? How many of us and in what order will we be shanghaied into such miserable conditions? Is such a type of education worth much to the student or to society? May it not mean an irreparable damage to both? Should not such conditions arouse every individual teacher and group to a full realization that a strong national aggressive organization for teachers is necessary for the preservation of the heritage of the race? In other words, what are the teachers going to do about it? Talk? Action is what is needed.

Few among the rank and file of the profession seem

to realize that a breakdown in education means a crumbling of the very foundations of civilization itself. Already we have a hobo army of two hundred thousand youngsters, both boys and girls, of high school and college age roaming around the nation. It reminds one of the child gangs of Russia. Few among us seem to realize the importance of education in a world that is becoming more and more industrialized. A glimpse into the future must convince us that the days and hours of labor must be shortened to obviate the kind of unemployment known as technological. If the work of the world is going to be done in less time, the coming adults will have to put in their leisure hours in idleness or wholesome activities of some kind. If people are untrained for the proper use of time, very little that is good and much that is very bad will result from mechanizing the world any further.

We are brought back forcibly to a realization that the prime purpose of education is the making of desirable human beings in order that civilization may endure.

The Inquiring Mind: A Plea for Maturity

Herman Partnow

Gossips, decent puppies and keepers of rooming houses have plenty of curiosity. So have most people—it may be fish, fancy diseases, night-courts, bargains. Something there is that keeps them looking outward. However, because their inquisitiveness consistently lacks objectivity, it cannot be called inquiry. On the other hand, consider a child. More amazingly avid and pure questioning I have never observed. Coldly and hungrily it turns toward everything—sticks and pebbles, scraps of paper, flying leaves, aunts, admiring grandmothers. Nothing escapes its omnivorous objective examination.

Why this hunger, great as bread-hunger, is later submerged tragically and with finality I do not intend to explain. It is sufficient to mention that whenever this naive scrutiny of facts is salvaged and in time re-directed to ideas and abstractions, social, ethical, religious—to art, perhaps, to science, perhaps—the result is the Inquiring Mind.

The concept, therefore, is an aristocratic one. Indeed, so unnatural is it and so little found that it may be conceived of as almost a human depravity.

Nevertheless, there are pupils in high school who already are capable of this mature and disinterested investigation of reality. If we, as socially minded teachers, are to save their talent from a doom behind office doors and factories, we must make these students conscious of their special possession by a suitable training. It is our duty, I believe, to plan and construct a unique curriculum for them.

Already we have helped effectively the backward students. With patience and kindness it has been found possible to teach so-called morons. Why not experiment with the superior students? I don't mean the students with high I. Q.'s and grades. I am referring to a particular type of student possessed, as I think, of the peculiar ability to observe detachedly. Who are they?

Here is a calm, lonesome pupil who is dubbed wishy-washy, selfish, lazy, shiftless. He lives in tension, perplexed, charged with rebellion. Somehow he has escaped the hypnosis of society, evaded the stupefying tyranny of tabu morality. Intuitively he feels some-

thing is wrong. Bright with disobedience, he finds himself stifled in an educational system which still consists of certain traditional attitudes of authority and obedience, punishment and reward. High school to him is a wasteland to be crossed on the way to college—and he looks hopefully outwards only. Of all the prejudices and attitudes offered in an ordinary education consecrated to docility and meekness he can choose none. Each one seems to him confinement to the spirit. This student is unable to accept the established ideas of family and Creator and none that are new are offered—the dictations of authority are distasteful to him. He is full, as Carlyle puts it, of the Everlasting Nay.

All this he feels intuitively. He searches and searches, like Walt Whitman's inquiring child, "peering, absorbing, translating."

For this student I would prepare a course of reading from every phase of modern investigation—psychology, ethics, anthropology, astronomy, sociology. The object of this course would be to grant expression and confidence to an attitude which already he feels and is prepared for, but which, from lack of necessary tools, he is unable to make palpable.

These people it is futile to threaten into being good. We must point out the good to them. Briefly this would be as follows:

First, they must learn that the world is not constituted as they might wish it to be. It is a dirty trick, but it is so. Life is no plot to make them laugh or cry. The universe is no scrupulous and tender nurse. Through anthropology and astronomy they might acquire a sense of time and a sense of space. Man against the sky, against universe piled up eternally, galaxy upon galaxy; man against death. Through biology they would be made to realize that birth, growth and decay are real; through psychology and sociology, that other people have wishes too.

"Man can no longer count on possessing whatever he may happen to want. And therefore," says Walter Lippmann, "he must learn to want what he can possess; learn to hold on to things, not by grasping but by un-

(Turn to page 19)

The President's Page

Dr. Henry R. Linville

Politics and Education

In the discussions incident to the recent national election, there has been enough material for thought to last a life time. With the background of the economic depression, the numerous speeches of the candidates and their active supporters have had significance in proportion to the ability or the willingness of the speakers to face the facts and to offer statesmanlike proposals for a solution of the complex problem.

Where We Come In

As teachers we have our own economic interest in these discussions, because of the numerous proposals to solve a social situation by reducing the income of wage earners at a time when the lack of cash and credit is one of the very phases of the situation to be corrected. As citizens also, we have an interest in these discussions, because like others we vote to continue a regime, or to change it for another. But as teachers involved in a social responsibility to the children we teach, we have the deepest concern of all.

Training for Citizenship

The leadership in education has accepted the objective of training for citizenship as part of our educational program. Boards of education have also accepted this objective. We have even gone so far as to agree that the children, in accordance with age development to comprehend, should be taught the basic facts of government and the responsibilities of citizenship. But we have stopped short before the facts of government, when the consideration of those facts threatened to involve the school authorities in risks, real or imagined. The result is that the honest aspirations of teachers to be helpful in preparing pupils for intelligent citizenship are, for the most part, inhibited.

Some Realities

There are several phases in this problem of training for citizenship which we must take account of. First of all, unless some specific method is developed for the schools to pursue, young people must wait for their social education until they pick it out of their adult experiences, if ever. In default of some substantial social education, our present pupils will enter adult life with minds immature, undisciplined or conditioned to become case-hardened. Such attributes characterize those who later accept their political philosophy from district leaders, or from their

own ancestors. Incidentally, we must recognize the existence of intellectual immaturity and the continuance of childish irresponsibility in young men and women as a condition menacing to any kind of adult responsibility. The schools fail miserably even to consider this condition.

In the second place, the intellectual attitude of public education authorities toward facing the facts of government, as well as toward facing the facts of immaturity in our young people, is at present too vague and too uncertain ground on which to erect a program. How many of us know superintendents, or principals who are bold enough to believe that the schools have a responsibility in bringing young people to a condition of grownupness through the development of intellectual and emotional integrity and stability? Yet that is a job befitting the scope of the responsibility of the schools.

In the third place, if the existing material relating to the facts of government, with the background of political and economic control, is to be used by the schools, what kind of teacher would be required to handle the material, and what would be the relation of such teaching to the remainder of the course of study? The obstacles to the effective teaching of the facts of government and its background seem well-nigh insurmountable, and would be insurmountable, if there were not the high degree of probability that public education must concern itself more and more with all the problems that relate to life. The tendency toward the development of a curriculum of specific concern with problems of individual and social importance is clear. Even a cursory review of this movement shows the tendency.

In Spite of "Insurmountable" Obstacles

Superintendent U. G. Wheeler, of Newton, Massachusetts, has performed a useful service in reviewing in a recent annual report the history of the expansion of the elementary school curriculum covering the period from 1775 to 1925, 150 years. In 1775 they had the Three R's and nothing else. By gradual additions to the elementary school program, and by the expansion of the secondary school curriculum from 1850 on, a very large range of interests in social and economic and cultural life came to be features of the public school program. A brief summary includes the divisions of language, mathematics, the physical and biological sciences, the social sciences, geography, civics, history, eco-

nomics, household arts, fine arts, pre-vocational and vocational subjects (especially commercial subjects), physical education, manual arts and *problems in citizenship*.

Thus, so far as the matrix for ideas dealing with the realities of life is concerned, we have it already. No one put over a comprehensive program in the schools. In a sense, "It did it itself"! I mean, of course, that ideas have never been destroyed by convention, or by fears, and no one has ever been able to keep them in jail. The thinking of such minds as were active combined to organize the wide range of subjects for school curricula, and to give them such content as was workable. But as in every range of thought, the ideas related to school subjects have been modified by criticism continually. For example, in 1875, some high schools taught "moral science", "logic", and "civil polity". How these subjects disappeared as such, perhaps few know, but we can be certain that experience in the classroom and ideas out of experience had a lot to do with the fact that these subjects have disappeared, at least as described.

Have We Given Credit to Evolution?

Obviously, there are factors at work in the evolution of school curricula, as there are in nature. Among the most important of these factors are the ideas of what thinking teachers want. The number of teachers who are thinking makes some difference, but the clearness of ideas, and their adaptability to conditions, to needs and to ultimate objectives perhaps constitute the major elements in the determination of the selection of ideas. We are accustomed to think that new ideas in education are developed by great leaders, and that we have to wait for their great minds to work. Moreover, we are inclined to believe that nothing can be done until we can break down the political influence and the economic domination of the schools. But in spite of these preconceptions of ours ideas have gone on being born, and a lot of us may be their parents.

Anyway, I believe there is enough of reality in this view of the emergence of constructive ideas from the background of the existing general social situation, even including the incompetence of our official educational leadership, to give us profound encouragement.

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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THIS MESSAGE IS FOR YOU!

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The Federal Post Office Department now imposes an extra postal charge of two cents on every notice sent by them of any change of address or non-delivery of THE AMERICAN TEACHER. This means a cost to the National office of four cents on every undelivered magazine.

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Go Ahead!

The crisis in school affairs everywhere has brought to the teachers and especially to teachers' organizations the necessity for united action on the part of teachers in meeting this crisis.

Union teachers, through their organization, should be willing to co-operate with other groups of teachers in this crisis and even take the lead in trying to get unity of action of all the teachers even if these short-sighted members of our craft are unwilling to join our unions. However, when such unity is not accomplished, our organizations have a program and should go ahead independently to protect their members and incidentally the teachers outside the organization.

Leadership of this kind will do more to gain prestige and membership for the organization than anything else.

Racketeers

Taking advantage of the great necessity of the times and the consternation of many teachers at what is happening to them or is about to happen, self appointed leaders who would like to be considered messiahs but act like racketeers are offering their services in attempts to create one hundred per cent organizations of teachers.

Union teachers, conscious of the difficulties of organization work and the value of experience, are not likely to be taken in by these imposters, but the inexperienced, unorganized teachers are often a ready prey. Union teachers should redouble their organization efforts in this time of stress to counteract such influences.

Recently, in Chicago, where teachers are experienced in organizations, such a racketeer was "taken for a ride" (not in the worst Chicago manner) after having called a meeting of delegates from the whole teaching body for the purpose of building a "one hundred per cent" organization upon the ruins of all existing unions and other teacher groups.

The teachers in other cities should be on the lookout for this racketeer, who will very likely shift his base of operations, and for any of his kind.

Mass Education; Gang Rule and the Status Quo

We live in a racketeering age. Government has become a racket in the sense that it functions not for the productive many but for the manipulative few who dominate it. Hence \$2,000,000,000 for the Reconstruction Finance Corporation to stabilize securities even for substantially bankrupt roads but not a penny for 30 millions of workers and their dependents. Billions for Big Business but starvation and ragged individualism for those who toil. Under a government dominated by a desire for special privilege, corruption is inevitable. Hence the dominance of milk racketeers, booze racketeers, educational racketeers, labor racketeers, . . . racketeers more numerous than Heinz's 57 varieties.

Why has America so little political intelligence? Why is corruption a commonly accepted phase of our political life? Why is the philosophy of violence practiced against miners or other workers or against so-called "reds"? Because of our mass education dominated by Big Business which seeks to turn out just hewers of wood and drawers of water. Hence a memoriter, mechanistic, lock step type of education which turns out unquestioning, uninspired, uncritical beings dedicated to 100% Americanism and the "Status Quo".

Our future citizens are taught to accept unquestioningly such unethical concepts as: "My Country right or wrong, my Country"; "Democracy is the rule of the majority"; "Unemployment Insurance is a Dole"; "the Sales Tax is the fairest tax," etc., ad nauseam. Hence the veiled propaganda for a fascist dictatorship! Is it any wonder that the present social order has been indicted by the churches especially the Methodists, who criticize the present order as "un-christian, unethical, and anti-social because it is largely based on the profit motive, which is a direct appeal to selfishness."

The American Federation of Teachers believes in the ideal of service rather than of individual gain with its devil-take-the-hindmost psychology. It seeks to substitute for our mechanistic, static mass education a system of creative

Education for Democracy

education based upon co-operative activity for the social good. It seeks to develop intelligent, critical, tolerant, socially-minded, thinking citizens who believe that our go-getting psychology, our false patriotism, our narrow nationalism, our crass materialism, our worship of individualism must go and social idealism be substituted. When education and educators are dominated and actuated by the service ideal so they dare educate for a saner social order, then will public corruption be looked upon as the greatest of crimes and our racketeering ethics and conduct become a dim remembrance of a nightmare past.

ABRAHAM LEFKOWITZ.

A Lesson

On July 27 in the Brooklyn Daily Eagle appeared a letter signed Margie I. Snieder with this offer to the city of New York:

There are plenty of nice, fine American girls on the eligible list, over 5,000 of them, waiting for the position of school teacher who would be glad to take the position at half the salary the present school teachers get. Why not let some of us graduates who have graduated with honors have a chance?

On August 1 a letter signed "Taxpayer" appeared in the same paper under the caption NEW, HALF-PRICE TEACHERS WOULD SOLVE THE PROBLEM, which read as follows:

Margie I. Snieder has solved the teachers' problem. Why not give the 5,000 nice, fine American graduates a chance to take positions as teachers at half the salary present school teachers get?

Last year in South Dakota teachers bid for positions and the places went to the lowest bidders, in this case \$60 a month. The same procedure in North Dakota this fall brought teachers for \$45 per month. We have it on reliable information that there are teachers in Idaho, Montana and Minnesota working for room and board.

In the province of British Columbia, Canada, four years ago the Board of Education informed the teachers at the close of school that they could not have the salary increase they were asking for. Upon the refusal of the teachers to accept this decision, they were informed that they were dismissed. They pointed out to the Board that it would not be able to fill their places. During the summer advertisements were inserted in all the

leading Canadian papers, but NOT ONE TEACHER APPLIED for the places made vacant in this manner. When the school term began, the Board was compelled to take back all of the teachers of the previous year on the requested increased salary schedule.

Is this a lesson to the teachers of the United States?

Is it possible to build up a teacher morale that will make undercutting even unthinkable?

Class Size

With shame we are obliged to take notice of the position of an association of teachers approving as an economy measure increase in the size of classes. The stand appears to us unprofessional and the arguments advanced specious and fallacious. That the "valuable experiences in the school of life" will offset the hardships to be encountered by pupils as a result of the increase in the size of classes, is clearly unsound. We repeat what we have so often said, that mass education, on one hand and gangsterdom, crime and corrupt political life on the other, are not merely coincident, but rather cause and effect. We hold that for character development our schools need teachers of character and initiative, and plenty of them so that we may have classes of such size as to give opportunity for intimate contact between teachers and pupils. We hold that the large class is a direct invitation to the pupil to evade his responsibilities and to learn the art of getting by, two crowning sins of the modern world.

Saving money at the sacrifice of school facilities is unwarranted, and there is no greater sacrifice of school facilities than in the overloading of classes. In the long run no money is saved. The falsest of false economies is that which encourages the waste of the nation's human resources. Saving money on school budgets to add to the budget for the control of crime!

Contrary to the principles of progressive education, this aforementioned association advances the argument that the increase of class size with its attendant decrease in individual attention will compel the pupil to spend more time on home work. We have not advanced in professionalizing teaching as far as we had hoped.

In striking contrast to this position is the stand taken five years ago in Chicago, where the teachers preferred reduction in the size of classes to increases in salaries.

This comparison shows markedly the difference between company unions and true unions of teachers.

American Education Week

American Education Week was observed the week of November 7-13. The theme of the week's program was *The Schools and the Nation's Founders*.

The purpose of American Education Week is to increase public appreciation for the public schools. To stress the value of public education was never more important than right now, when its value seems to be less appreciated than saving a few dollars of the taxpayers' money.

The practice of false economy has made school classes too large for effective teaching, has made schools too large for effective supervision, has cut teachers' salaries from 10 to 50%, has eliminated kindergartens and night schools, has removed vocational and fine arts courses, has curtailed the schools to such a degree that they are less able to meet the demands of an increasingly complex social and economic system.

In this crisis every week must be Education Week. The value of free and general education, the principle of educational opportunity for the children of all the people, the knowledge that the welfare of society is inextricably bound up with the welfare of the schools, the understanding of the function of the schools in the building of citizens in a free government, the conviction that the schools are in truth the bulwark of sound democracy, must be emphasized again and again until sound standards become so fixed that all the "economy" propaganda of tax associations, industrialists and financiers cannot disturb them.

"All eyes are open or are opening to the rights of man, the general spread of the light of science has already laid open to every view of palpable truth that the mass of mankind has not been born with saddles on their backs for a favored few, booted and spurred, ready to ride them legitimately, by the grace of God."—Thomas Jefferson.

Our Labor Press

"Great is journalism. Is not every able editor a ruler of the world, being the persuader of it?"

—THOMAS CARLYLE.

In season and out the faithful editors and publishers of the bona fide Labor Press are bringing to the laborers and the public the uncolored, undoctored Labor News.

It is up to the Labor Press to educate the masses in trade union philosophy; to give the true and unbiased news about Labor; to comment on various subjects of interest to those who toil; to lend a word of encouragement to those who are carrying on organization work; to expose the grafting politician and exploiting employer; and in fact take up the cudgel for the entire membership of our trade union movement.

While it is true there are a few big daily newspapers that occasionally print Labor News—and we say with due credit to such papers that they try to do so without prejudice—a newspaper must be published with profit in view and far too many daily papers are prone to make that profit through subservience to an interest and to the submergence of principle and the bald truth. Nor can we expect the Labor Press to subsist without profit. It is regrettable that individual members of Organized Labor are so negligent in regard to subscribing for and supporting the labor papers. Let the circulation of any newspaper increase, and the advertisers will respond. No one is going to advertise in a paper that is considered as without influence and is not even read by those whose cause it vindicates.

Despite a lack of financial remuneration and profit, our Labor editors are valiantly existing on the proverbial crust and going along year in and year out giving the best they have in them to the interests of the Organized Labor Movement. Surely they could get better financial reward by following some trade or profession, but they hang grimly on, steadfast in their purpose of serving the workers. They have the consciousness of knowing they are doing their bit for humanity and their fellow-workers.

We have a great admiration for the Labor Press of America. It has done much for the movement as a whole; and it has done much for our organization and for our members individually. Let your tribute to the quenchless zeal of the Labor

Press and the editors thereof be a subscription to your local labor paper.

The Labor Press of America deserves your support.

(An excerpt from the page of General President James C. Shanessy, in the October issue of The Journeyman Barber.)

Depression Result of Underpay

Labor's contentions that wages have not increased in proportion to productiveness and that the present depression is the result of this is backed up by the head of a big enterprise, quoted by a writer in the conservative Magazine of Wall Street. The executive, said to be the head of a "very large company," is quoted as follows:

"American labor is the cheapest labor in the world. It is cheaper than Chinese coolie labor. I did a little curious figuring the other day, for example, and found that it would cost more to build a skyscraper with Chinese labor at 12 cents an hour than with American labor at \$15 a day. Actually, I think we have been under-paying labor. *Wages have not increased in proportion to productiveness. And there we come to the heart of the trouble.*

"This over-production we have talked about so much is really the result of under-pay. We increased production without proportionately expanding the payroll. That is the same as saying that we did not increase buying power in proportion to production. The worker is the consumer; if he produces more than he can buy you get what we call over-production.

"This understanding of the situation is now pretty widespread. If wages are kept down as business revives, the revival will be shortlived. *The maximum possible proportion must go to labor if new prosperity is to be sustained.* I am convinced that wages will rise rapidly as times get better, that rates of pay will increase even while there are still large numbers of unemployed.

"In fact, wages as high as the traffic will bear for those employed is the surest way to provide jobs for the workless. This is no altruistic theory of mine. The historic tendency supports it. Wages from decade to decade have steadily increased faster than the price of commodities.

"It couldn't be otherwise with per capita production increasing. If men increase their productive capacity their buying power must increase if the enlarged production is to be consumed. That means that wages must increase faster than commodity prices. So, I will make a prediction: in the next three years wages will go up faster than prices. *If they don't we shall have no real and general prosperity.*"

"The hope of America is education. There is no price too high for education and no penalty too great to pay for ignorance."—*Morris E. Siegel, director of evening and continuation schools, New York.*

From Our Friends

EDITOR, THE AMERICAN TEACHER.

Please accept our sincere appreciation of the good-will indicated by the resolutions reported in your October issue, on the American Radio Audience League.

We appreciate such expressions the more because we know your organization has major problems "of its own" just now. In fact, one of your members the other day expressed a decided doubt as to the wisdom of the Federation of Teachers taking any stand whatever on a problem so far removed from its special field of work as that of the business structure of radio. Since others no doubt harbor similar misgivings, may I here attempt to allay them?

The chief reason, after all, is that "everybody's business is nobody's business." Every radio listener, whether his tastes run to torch songs or to disquisitions, suffers more or less from the prevailing surrender of the air channels to the service of transmitter owners, rather than of receiver owners. Not many outside the radio business realize that such a condition exists, and those on the inside are apt not to see anything wrong in it. Moreover, nearly all of the important organizations that look out for the public interest in other fields have some connection or arrangement with commercial transmission-licenses which they might well hesitate to jeopardize by openly criticizing the special privileges now enjoyed by the transmission trade. (The station people themselves have of course taken excellent care to multiply these arrangements, and to see that they complicate as deeply as possible the problem of duty for the officers of many a hard-pressed educational or culture-promoting organization.)

Without blaming anybody for this—and we are not among those who care to apply ugly names to radio station owners merely because they seek (as perhaps almost any of us would in their place) to perpetuate a "good thing" when they find they have one—we must nevertheless look for cooperation rather to the more militant of the organizations having any sense of public responsibility. We ask your members to try to think of the radio problem, not as one having to do with some sort of electrical enterprises—that is its least portentous aspect—but as one of who shall be selected, and why, to control the spoken messages which are listened to, night after night, in a majority of the homes in America, and which form an increasingly powerful influence in moulding the sentiment of the voting as well as the buying public.

For example, I have noticed on the air recently a growing clamor of propaganda for the reduction of taxes. While much of it seems to me to be well-founded, I realize that this is a decidedly two-sided question, and I cannot but wonder how anyone can expect the other side to get an equally fair hearing as long as the government of traffic on the public air channels is so completely delegated to owners of great electrical (and other) properties, who naturally have a much more direct concern for the reduction of taxes than for, say, the schools' need for adequate numbers of competent teachers. For this if for no other reason, the problem of who shall be appointed by federal license to conduct all this broadcast message traffic is, we submit, one which teachers cannot afford to leave to the tender mercies of anybody else whatever.

The Audience League has ventured to affirm that in selecting parties to conduct the message traffic on the broadcast channels—at least on those channels where the privilege of controlling it is so clearly a source of profit as to command a high market price—that privilege should be given to persons deliberately selected for their competence to exercise it in the genuine public interest, and not in the interest of the stockholders in any radio transmitter or other commercial property. And in this stand we need, desperately, the active support of every thinking school teacher.

HARRIS K. RANDALL.

September 27, 1932.

A. F. of L. Convention to Open November 21

The call for the Fifty-second Annual Convention of the American Federation of Labor to meet at the Netherland Plaza Hotel, Cincinnati, Ohio, beginning Monday morning, November 21, has been issued by the Executive Council.

"The hopes and aspirations of millions of workers will be centered upon the convention and widespread interest will be manifested in its actions and in its deliberations," the call says. "The economic emergency which existed one year ago has become more intensified and acute. The problem of unemployment overshadows every other social, economic and political problem which the American people are called upon to consider.

"Labor in our country is expecting that the Fifty-second Annual Convention of the American Federation of Labor will give consideration to the thoughts which occupy the minds and attention of the masses of the people. We must speak for labor and act for labor in a way which will inspire them to renewed efforts and to strengthen them in their determination to resist all attempts to lower the wage standard and to impose unbearable conditions of employment.

"For these special reasons the officers of the American Federation of Labor appeal to all national and international unions, state federations of labor, city central bodies and local unions to send delegates to this important convention."

The driving force that makes either war or peace is engendered where the young are taught. The teacher, whether mother, priest or schoolmaster, is the real maker of history; rulers, statesmen and soldiers do but work out the possibilities of co-operation or conflict the teacher creates. . . . The politicians and the masses of our time dance on the wires of their early education. —*"Salvaging of Civilization."*

Another Reason for Hard Times

WHILE, IN TWO YEARS, THE COST OF LIVING HAS COME DOWN ONLY 18%

FACTORY WORKERS' JOBS HAVE COME DOWN 33%

—AND WAGES HAVE DROPPED OFF 54%!

Listen In!

Radio programs are given by a number of locals of the American Federation of Teachers daily or weekly.

Chicago Men Local 2 broadcasts every day but Sunday at 10 P. M. Central Time, over Station WCFL Chicago. Fifteen minute talks by civic and educational leaders are given.

Local 2 also broadcasts every Monday evening at 7 o'clock over KYW Chicago.

Chicago Federation of Women High School Teachers Local 3 is on the air every Wednesday afternoon at four o'clock and every Saturday afternoon at one o'clock over Station WCFL Chicago.

The programs on Wednesday are given by Junior and Senior High School students and on Saturday addresses on school problems are given by educational and civic leaders. Copies of these addresses are obtainable on request.

New York Local 5 is heard over WABC, New York.

Memphis, Atlanta, Portland, Oregon and Wilkes-Barre give programs from their local stations.

Chicago Men Local 2 has submitted the following list of speakers over KYW for the past month and the next two months:

- Oct. 17. James McDade, Assistant Superintendent of Schools, Chicago. Real Fundamentals of Education.
- Oct. 24. Harriet Vittum, Head Resident, Northwestern University Settlement. A Real Educational Program Following the Depression.
- Oct. 31. William J. Bogan, Superintendent of Schools, Chicago. Looking Forward.
- Nov. 7. Dr. Chas. H. Judd, Dean of School of Education, University of Chicago. Educational Institutions More Important to the Nation Than Penal Institutions.

- Nov. 14. Rev. Francis V. Corcoran, President of De Paul University. In Defense of Liberal Education.
- Nov. 21. Mrs. Holland Flagler, President of the Illinois Congress of Mothers and Parent-Teachers Associations. The Responsibility of the Parent in the Present Crisis.
- Nov. 28. Dr. Charles Merriam, Chairman, Department of Political Science, University of Chicago. Reducing Government Expenditures.
- Dec. 5. Dr. John A. Lapp, Marquette University.
- Dec. 12. Wm. T. McCoy, Principal of Bowen High School, Chicago.
- Dec. 19. William J. Bogan.
- Dec. 26. Aaron Kline, President of Chicago Principals' Club.
- Jan. 2. Ira Turley, Secretary of Men Teachers Union, Chicago.
- Jan. 9. Mrs. Helen Heffernan, Member of Chicago Board of Education.

Mimeographed copies of any of the above addresses which have been given or the others after they have been given, will be mailed to any teacher upon request. Any of the WCFL addresses will be mailed by addressing WCFL, 666 Lake Shore Drive, Chicago.

Mimeographed copies of these addresses have been sent to many educators including superintendents of schools throughout the country. Letters have been received from many superintendents and others who ask to have the service continued as they realize, quoting from one of many of similar content, "the country over is going to have such conditions as they are experiencing in Chicago."

One of these letters follows:

Atlanta, Georgia,
Oct. 17, 1932.

Grover C. Ramsey,
Men Teachers Union of Chicago,
231 N. Pine Ave.,
Chicago, Ill.

Dear Mr. Ramsey:

Thank you very much for the mimeographed copies and the information regarding the series of radio talks being made under the auspices of the Men Teachers Union of Chicago. This will be passed on to our teachers and principals practically all of whom are organized in Local 89 of the American Federation of Teachers.

These talks should serve to give a better understanding of the situation in Chicago and offer suggestions of value in our own school program.

Please keep us on your mailing list for further mimeographed copies.

Sincerely yours,

WILLIS A. SUTTON,
Superintendent of Schools.

Any teacher desiring to be placed on the mailing list for copies of radio addresses and other information may communicate with Mr. Ramsey at address mentioned in above letter.

People do not lack strength; they lack will.
Victor Hugo

The Standing Committee on Education

Purpose of the Committee on Education

As quoted by Miss Allen in her first report, the purpose of the committee was set forth in these words:

"It was agreed that the Committee on Education should study and make recommendations to each convention concerning education experiments, practices and tendencies in the field of education, whether of a constructive character or otherwise. Not only should this committee concern itself with such experiments as the Junior High School, intelligence tests, the work-study-play plan, creative activity, etc., but it should examine the results of current educational practices in whatever way they may be observable."

Committee Organization

In the first report to the Eleventh Convention Miss Allen's committee had this to say:

"The plan devised for the standing committees was that each chairman should have as the nucleus of his committee a local group and in addition should have one member in each of the districts or sections where we have locals. The plan is good. Some chairmen have been able to follow it. The nature of the work of the education committee is such that it will always be difficult to keep the outlying members in touch with the work the main body is doing. But the value of the information that can be secured as to the status of educational thought and conditions in different parts of the country will be so great that another year a more persistent attempt should be made to make use of this plan.

"This year we have been pioneering and have been able to accomplish far less than we hope may be possible another year. On account of heavy local organization work it seemed impossible to carry on the necessary correspondence to organize the country wide committee, hence the report as submitted is entirely the work of Locals 2 and 3."

In her report to the Fourteenth Convention Mrs. Schacht recommended "that each local undertake a scientific study of some phase of the immensely broad field of education—a study or series of studies which may possibly take several years to complete." The report also implied emphasis on the value to the local groups themselves in making such studies.

It seems advisable that all three elements mentioned by former chairmen should enter into the composition of the committee. Working with the chairman should be (1) a local group whose business it would be to initiate work, make investigations, get out questionnaires or carry on correspondence and compile data and reports; (2) in each region where there are locals there should be a member of the committee whose business it would be to submit suggestions for work, report on conditions in his or her community, receive and act upon reports and other correspondence, and in all respects exercise the function of a member of the committee; (3) locals should be encouraged to make studies as indicated in Mrs. Schacht's report, making full reports of their studies to the national committee, whose duty it would be to make the results available to all.

Publicity in Connection With the Work of the Committee on Education

The Fourteenth Convention suggested that the function of publicity for certain material might be added to the work of the Committee on Education. The report of the Resolutions Committee, page 129 of the Proceedings:

"Time does not permit adequate study of and comment upon the very interesting and valuable material provided in this report . . .

"The question is raised in this connection which your committee brings up for your consideration: Through our standing committees, as well as through other means, we are getting a large amount of exceedingly valuable material; many studies are under way under local or international auspices; many more studies have been suggested. We are concerned that, first, such studies shall be made as are most useful, and second, that

the material so obtained shall be placed effectively at the disposal of our officers of locals and the annual convention; in other words, that the material should have the maximum use.

"We do not believe that in the time at the disposal of this convention plans can be worked out for meeting this problem. We feel, however, that it is an increasingly urgent one. We recommend, therefore, that the incoming Executive Council devise means for dealing with the problem of the development and coordination of our research and experimental activities and the effective utilization of the product of these activities, and suggest that the Executive Council might find that this would be an appropriate task for the Standing Committee on Education itself."

Your acting chairman wishes to cite one example of what might be done in this field. Included in the Education Committee reports to the Eleventh, Twelfth and Fourteenth Conventions is a discussion of the meaning and use of propaganda, in which the position of the American Federation of Teachers is clearly set forth. This material is rich in educational value and should be brought together in form for reprint, either in the AMERICAN TEACHER or in leaflet for the widest possible distribution, including re-distribution to our own membership.

Subjects Already Considered by the Committee

The Committee on Education in its several reports has already considered some twenty-five or thirty subjects, in many cases indicating the desirability for further study. A number of recommendations have been made concerning further work. Our experience seems to show that this committee is a necessary service agency in the program of the American Federation of Teachers.

Your acting chairman recommends that a definite committee set-up be arranged before the close of this convention so that plans for a full year's work may begin at once, in order that the high standard established for this committee by those who first started its work may be maintained; that if possible we have a permanent committee organized on a basis of continuity that will enhance the effectiveness of the work undertaken, with the suggestion that committee centers be distributed among locals as originally intended.

MARY C. BARKER, *Chairman.*

Credit Unions

The Credit Union Committee was continued from last year with Mr. H. S. Bechtolt, Chicago Men Local 2, as chairman.

The Committee reports the Credit Union movement generally and among teachers specifically to be definitely growing. In the United States at the present time there are twenty-six teacher credit unions. Twenty-three of these credit unions have a total membership of 4,736. They save a total of \$2,522,000 and now have outstanding loans to 2,207 of their teacher members, a total of \$481,000, showing that 47 per cent of the members have also loans from the credit unions.

A credit union operating in Indianapolis did not report, and since these figures were compiled credit unions have started at Huntington, West Virginia, and Salt Lake City, Utah. Other teachers than public school teachers have established Credit Unions. For instance, the University of Wisconsin has one in operation, organized by the University Local of the American Federation of Teachers. Berea College, in Berea, Kentucky, has a unique credit union of teachers which may be used by both students and faculty, a cooperative arrangement which appears to be very successful.

The largest of these credit unions is the one operating in Detroit. It has grown considerably the last year, having assets of \$347,000, over 1800 members and 1100 borrowers.

Says Mr. Bergengren, Executive Secretary of the National Credit Union Extension Bureau:

"The credit union is a sane, sensible, convenient thrift plan. If it accomplished nothing else, it would be doing a great service for its members. Of these twenty-three credit unions included in this report, eleven were organized within eighteen months of the present date, yet the teachers who belong to them have already saved over a half million dollars. Money paid into credit unions on credit shares is like money paid into a savings bank. It may be withdrawn at any time, and although the purpose of the credit union is to facilitate in every way habits of sustained saving, I suppose some of the teachers' unions have asked themselves this question, 'Can we find within the average group of teachers persons who can successfully manage a financial business?' Every credit union of school-teachers thus far organized has generated sufficient local power to operate successfully. The result has been achieved only by finding within each group the right teachers to manage it. Let us also remember that these credit unions are operating in thirty-five states which are subject to state banking laws and are annually examined."

It is interesting to know that not a single one of the credit unions that was organized by the National Credit Union has suspended operations during the depression, while we have had 3,000 banks closing. It is safe to trust them to the management of teachers no matter how incapable they may oftentimes be in regard to other things.

Here is what a few of the Credit Union officials have said when asked their value:

"Our credit union pays the teachers that compose it 6 per cent and grants loans at 6 per cent discount.

"It serves them much better than the small-loan companies do.

"Some of our teachers borrow to attend summer school.

"Short-term loans are made at rates even lower than the banks charge, and our credit union also offers a sound source of investment.

"Our credit union serves as an excellent investment and enables those who wish to borrow to do so at reasonable rates.

"We have paid a 6 per cent dividend for four years and find the credit union a good thrift bank for teachers.

"We take care of sickness, travel, notes on houses, and all sorts of necessities.

"We perform a savings service-loan service for which teachers formerly paid dearly.

"In the thirty-one months of our operation we have saved teachers of this city over \$12,000 in interest and paid nearly \$5,000 to them in dividends."

Finally Mr. Bergengren sums up:

"I have also heard the argument, not once but many times, that teachers are too proud to take their credit business to their own credit unions. The answer, of course, is the fact that they do else they would not have successful ones in operation. All the teacher managers testify that however slowly the teachers may come to the credit union at first, they overcome this timidity and eventually treat their credit unions just as the wise business man treats his bank.

"The credit union of teachers is no longer an experiment. I venture the prophecy that within five years there will be more credit unions of school-teachers than the present total of all credit unions in the United States. I base that conclusion on the high intelligence of the teaching profession."

If that is true, then it will be necessary for the teachers to organize and conduct successfully over 1,300 credit unions within the next five years. I sincerely hope that Mr. Bergengren's estimate is not over-optimistic.

Replying to questions from the floor and by Pres. Linville from the chair, it was shown that participation in credit union activities does not divert attention from A. F. of T. concerns; that new members come into the teacher unions because they desire to participate in the credit unions either as investor or borrower; that success of a credit union depends on

having such an enthusiastic treasurer in charge as we have in Chicago in the person of A. B. Churchill; that credit unions operate under strict supervision of state banking authorities; that defaults do not occur in credit unions because members take pride in keeping up their obligations so that fellow workers will not be injured; that loans are closely regulated by a credit committee which sees to it that borrowers are properly guided as to amount and object; that credit unions serve as agencies to advise members in financial matters and also to promote thrift.

Since the convention, word was received from the Credit Union National Extension Bureau, 5 Park Square, Boston, that reprints of the article in THE NATION'S SCHOOLS had been prepared and were available for distribution. Also a very valuable leaflet, "School Teachers and Credit Unions," may be had in quantities sufficient for general distribution among teacher union groups.

All A. F. of T. locals owe it to themselves to write the above address and make full use of their generously offered assistance in organizing credit unions. Why not 100 A. F. T. credit unions by the time of the next national convention!

Committee on Exchange of Teachers

The work of the Committee on Exchange of Teachers so far has been confined to research on studies previously made.

A recent report of the English-Speaking Union of the U. S. shows that during the period 1925-32 that organization arranged eighteen exchanges of teachers between British and American schools. In only two cases were the exchange teachers men. The number of exchanges increased from one in 1925-26 to five in 1931-32.

Mr. C. H. Williams, Secretary of the World Federation of Education Associations, sent out a questionnaire in October, 1928, asking for information on provision for teacher exchange with other cities and for international exchange of teachers. Replies were received from 905 city school systems. From these replies it was learned that provision has been made in the following fifteen school systems for exchange of teachers with other cities in the United States:

Montclair, N. J., Boise, Idaho, W. Allis, Wisconsin, Bellingham, Washington, Johnstown, Pa., Colorado Springs, Colo., Frederick, Md., Amsterdam, N. Y., Atlantic City, N. J., New Rochelle, N. Y., Oakland, Cal., Richmond, Va., Perth Amboy, N. J., Pasadena, Cal. Newton, Mass. indicated that they did not have formal arrangements provided for such exchange but that they actually did make such exchanges. In some cases the extreme eastern states such as New Jersey and New York have exchanged with extreme western ones. In all except one case the exchange was automatically effective without examination.

The replies showed that there are provisions in the school law of some states which definitely prohibit exchange with foreign nations—American citizenship is required for teachers in eleven states and some cities in other states also require American citizenship. One state requires an oath of allegiance to the U. S.

Only five cities which replied have exchange with foreign countries at the present time. They are West Hartford, Conn., Amherst, Mass., Pasadena, Cal., Montclair, N. J., and Cleveland, Ohio. England is the most popular country for exchange, while France ranks second and Germany third.

From other material studied it appears that exchange of teachers between different localities of this country is fairly common but usually such exchanges are made without benefit of fixed plans of procedure incorporated in the school laws of the specific cities.

In Portland, Oregon, in 1916, a plan was inaugurated and in that year three Portland teachers were exchanged with teachers from Attleboro, Mass., Cincinnati, Ohio, and Melrose, Mass. Details are not available as to whether the plan was continued. In the same year exchange of teachers between Oakland, Cal., and Brookline, Mass., is recorded but no details are available as to whether a definite system of exchange existed in these cities.

On May 31, 1916, a bill was introduced in Congress providing that the District of Columbia school system pay the salary of its own teachers in foreign service, but the bill was never passed. In the school year 1925-1926 Washington had two teachers in exchange with California, but because of the lack of a satisfactory system of exchange and because of the practical difficulties in the way of salary adjustment and certification, a decision was made to discontinue the exchange of teachers after that year.

As far back as 1908 an elaborate plan for an exchange of teachers between Prussia and the United States was worked out by the Carnegie Foundation for the Advancement of Teaching.

At present it might be said that exchange of teachers is not extensively employed beyond the University field.

In order to further facilitate exchange of teachers it is recommended that the American Federation of Teachers work out some definite plan for the exchange and establish a system for evaluating the salary of teachers so that no material loss in purchasing power be sustained by teachers exchanging with teachers of foreign countries. (Recommendation adopted.)

MARY C. DENT, *Chairman.*

Committee on Positive Health

The promotion of health (using health in its broadest sense as including physical, mental and emotional adjustment) in the public schools of America has for some years been of interest to the American Federation of Teachers. In the national conventions of 1929, 1930, strong resolutions were introduced. These again received attention in the 1931 convention and a committee was appointed to carry out as much of the program indicated in the resolutions as was possible to workers already having full-time employment.

The plans for 1932 included (1) explorations in allied fields of work to help define the possibilities in our own field, (2) the publication of articles in the *American Teacher* and (3) the compiling of a list of suggestions for the use of locals.

In regard to the first mentioned project, we submit the following brief summaries of the American Association of Visiting Teachers and of the Child Guidance clinics, their work being of profound significance to public education.

From the 1929 Social Work Yearbook are taken the following facts in regard to the work of visiting teachers:

87 centers were carrying on visiting teacher work in connection with the public schools. Rochester had 23 visiting teachers; New York 21; Cincinnati 11; Minneapolis 14 (now 20); Chicago 11 (now 17); Newark 11; White Williams Foundation in Philadelphia 14. Visiting teachers in 1929 worked in 35 different states and in all type of communities, with 250 workers employed.

Aiding the school in the adjustment of problem children

is now generally recognized as the distinctive field of the visiting teacher wherever this service is organized and developed. The visiting teacher has opportunities to know the whole child—his physical, emotional and intellectual life as she finds it in his home, his neighborhood, his work and play groups as well as in his school setting.

The knowledge which the visiting teacher gains by reason of her close connection with the home, the school and the community becomes the possession of the school and is used for the benefit of children as individuals and children in groups. This information aids in the treatment of those serious and urgent cases which demand immediate attention because they interfere with school plans and purposes. It aids also in the early recognition and interpretation of those deviations from good health, both physical and mental, which if neglected, often result in delinquency, dependence, or failure in social relationships.

The growth of child guidance clinics has been rapid since 1920. In that year the Commonwealth Fund of New York City set aside a sum for the establishment of demonstration child guidance clinics, the object being the study of problem children for the purpose of preventing delinquency. These clinics were to be taken over by the community at the end of the demonstration period. States in which child guidance clinics are now functioning are: New York, California, Massachusetts, Michigan, Minnesota, Missouri, Illinois, Pennsylvania, Texas and Virginia.

Wherever child guidance clinics have been established they have made an inestimable contribution to a modern, scientific understanding of human behavior, adult as well as juvenile, the so-called normal as well as the abnormal. Perhaps their main contribution to the public school is that they have shown the necessity for studying the whole child, the necessity for attempting to understand those influences within the individual and within his environment which have played a part in producing the particular kind of behavior presented.

As a part of a study of the general fields of education, the National Committee for Mental Hygiene is at present making a study of mental health programs in schools and colleges. This study is designed, first of all, to bring together information and opinion about programs especially influencing or safeguarding the mental health of the child. If opportunity permits, higher education will be similarly studied.

The contributions of these three agencies toward positive health in the public schools will continue to be of the utmost significance and no additional work in the health field or in the field of so-called character education should be undertaken without a thorough evaluation of these agencies, their point of view, their methods and their techniques.

For the second and third parts of the 1932 projects which your committee undertook, namely, supplying material in the positive health field to the *American Teacher*, we list the following:

"Fifty-five Bad Boys"—Book Review in December, 1931

"The Child Guidance Clinic"—February, 1931, by Miss Hardy

"These Are Not Fads and Frills"—May, 1931, by Miss Florence Clark

"Positive Health" (Oct., 1931) and

"Mental Health in the Public Schools"—April, 1931, by Miss Bertha Ferguson.

The list of suggestions to locals has not been completed and not having the approval of the entire committee will not be submitted during 1932. The chairman of the committee is convinced that a list of suggestions would be helpful in guiding the work.

Recommendations—(Adopted)

Feeling that in addition to the usual health hazards

incident to the teaching profession, there have been added those which result from a prolonged depression, the committee makes the following recommendations:

(1) That the standing committee on positive health be continued.

(2) That the standing health committee stimulate and guide the local health committees to cooperate in an advisory capacity with the proper local committees in handling cases of individual teachers in any matters of personal adjustment which may arise, emphasizing the need for healthy adjustments for teachers as well as for pupils.

(3) That the standing health committee make further contacts with the American Association of Visiting Teachers, the National Committee for Mental Hygiene and the American Child Health Association;

(4) That reports of work done and of developments in the field of health be prepared for the *American Teacher*;

(5) That bibliographies, especially upon the health of teachers upon which subject there is a valuable and rapidly growing amount of available material based upon recent research, be suggested;

(6) That the standing health committee discover to what extent modern health points of view are finding expression in teacher training schools.

FLORENCE CLARK, Chicago Women 3,
RUTH GILLETTE HARDY, New York 5,
KATHRYN TSCHIDA, St. Paul Women 28,
BERTHA FERGUSON, Minneapolis 59, Chairman.

Health of Teachers

Resolution No. 47—Introduced by Minneapolis Local No. 59

WHEREAS, A healthy teacher is necessary to create and encourage in pupils healthy attitudes and habits—mental, emotional and physical, and

WHEREAS, There is a wide-spread interest in the matter of the health of teachers and a valuable and rapidly growing amount of available material based upon recent research in this field, and

WHEREAS, In addition to the usual health hazards incident to the teaching profession, there have been added those which result from a prolonged depression, therefore be it

RESOLVED, That the American Federation of Teachers encourage locals to study the health of teachers and suggest the following as possible projects to be undertaken:

- (1) The use of a reading list upon the health of teachers prepared by the committee on positive health.
- (2) A study of the living conditions of teachers in the community, and of the teaching load.
- (3) Investigation of the facilities for medical aid and for recreational outlets already existing within the school system.
- (4) Increased efforts to secure and safeguard those measures which contribute to the security of teachers, such as adequate retirement allowances, group insurance and tenure of office laws.

Character Education

The Sixteenth A. F. T. Convention adopted the following resolution on

Teacher Load in Relation to Character Education

WHEREAS, An attempt is being made to increase teacher load as one means of economizing during this depression, e. g., in Minneapolis the teacher load in the junior high school already has increased 90% and in the senior high 13% in the last ten years; and

WHEREAS, Any attempt to fix teacher load at approximately 30 students results in the organizing of many classes of 45; and

WHEREAS, This increase in teacher load defeats the purpose of education: first, because no teacher can train students either to learn or to think in high school classes of more than 35 per hour period and 30 per 45-minute period; and secondly, because the school given over to mass education cannot adequately

perform this task which requires an opportunity for intimate contact between teachers and pupils, and third, because the large class is a direct invitation to the pupil to evade his responsibilities and to learn the art of getting by; therefore be it

RESOLVED, That the American Federation of Teachers intensify its campaign to regulate the size of classes to a maximum of 35, and to limit the size of schools to a maximum enrollment of 2000, as necessary conditions for character education.

Committee Report on President's Address

The character education course set up in New York certainly demands again the reiteration of the stand taken by this organization that effective education can only be accomplished when schools and classes are kept within the bounds which will allow personal contact between teacher and pupil. The growing feeling that the schools must take over to a large extent the formation of the character of the youth of today challenges us to renew our campaign by every means we know to reduce the size of schools and classes so that the influence of the teacher may play the part it should in the formation of character.

The Inquiring Mind

(Continued from page 10)

derstanding." This is what a social duty drives us to teach these students. Instruct them to detach themselves from their own fears, hates and lusts, to examine them, identify them, understand their origin. To do this is somehow to engender a catharsis which leaves the subject cleansed and able to understand in true perspective, at once disinterested and mature. Such objective information would help to eradicate in his mind a sense of guilt and produce a full-souled, full-bodied individual.

Robinson Jeffers has said:

"A few centuries gone by
Was none dared not to people
The Darkness beyond the stars with harps and habitations
But now, dear is the Truth, Life is grown sweeter and lovelier,
And Death is no evil."

Yet such a course would be essentially religious, nor in the least atheistic. Indeed the need of our gifted youth is religious, insistently so. For God is the supreme symbol in which man expresses his destiny and if that symbol is confused, his life is confused. Religion should be, however, not a tyranny, a system of rewards and punishments, but a release for the ideals of man.

This entire attitude of detachment is no fancy fiction, no idle play with words. It is a historical necessity that events have thrown up to the surface during modern times, and it is our duty as teachers to make such an attitude incarnate in our exceptional students. Once there is formulated this new morality of disinterestedness and maturity toward which history is driving us, as soon as the necessary symbols have been prepared, it is to be hoped that it may thrust downward into the masses, provoking to liberation.

Meanwhile normal students may well be utilized for that awakening by being made amenable to new ideas. In them we must quicken a spirit of tolerance. We must gently and insistently compel them toward re-evaluations of their experience. We must equip them to resist all forms of glorified bulldozing and social hypnosis, and so prod them that they are exploded into alertness and saved as long as possible from that too willing weariness and weakness of the flesh and spirit that is a great cause of our general dejection today. In them we must strive to make the unfamiliar, the unknown, the strange, a little more attractive. Having done this, we may hope that they will welcome changes, and perhaps tolerate in others what is alien to themselves.

Economy Programs

Only a people that had no conception of the place of education in its national life could contemplate the ruin of the next generation as the best remedy for governmental insolvency. Robert M. Hutchins, president, University of Chicago.

New Haven, Conn.—School dental clinics closed; school dentists dismissed.

Granite City, Ill.—School year shortened by one month; 25 teachers put on half time; size of classes increased 20%.

Decatur, Ill.—Fourth year of senior high school discontinued.

South Bend, Ind.—40 teachers dropped; size of classes increased.

Buffalo, N. Y.—Teachers' salaries cut \$200 and \$300. All teachers receiving more than the maximum rate fixed by state law take reduction. Superintendent receiving \$16,000 gets no cut; deputy superintendents receive substantial advances in salary \$5000 to \$7000 and \$6000 to \$7000.

Hoboken, N. J.—Two schools closed; 41 teachers lose jobs; 1,500 pupils transferred; \$170,000 a year saved. By whom? For what?

Lawrence, Mass.—School year shortened one month; salaries cut 20%

Ft. Wayne, Ind.—31 teachers dropped; size of classes increased 6%.

Glencoe, Ill.—18 teachers dropped; all "special" subjects except physical education (music, art, dramatics, domestic science, manual arts, vocational training) eliminated; physical education curtailed; school year shortened.

Cicero, Ill.—School year shortened; class size greatly increased.

Lander, Wyo.—Teachers salaries cut 10%; married women dismissed.

Chicago, Ill.—Jobs of 49 bath attendants abolished to save \$50,000.

New York, N. Y.—Schools closed; classes increased in size; classes consolidated; 350 permanent substitutes removed; regular appointments deferred.

San Diego, Calif.—A cooperative arrangement between the State Teachers College and the city of San Diego enables college students to teach one-half day throughout the semester in a public school, while the regular teacher goes on half-time.

New York, N. Y.—A proposal that the New York city school system hold no further teachers' and supervisors' examinations until after 1933 unless an actual need for teachers of a particular license develops, is being considered by the school heads as an economy measure.

Newark, N. J.—Teachers' salaries reduced 1% to 15%.

La Grange, Ill.—Kindergarten classes will be discontinued.

Downers Grove, Ill.—Undecided about opening high school; kindergarten conducted for half-day periods; manual training and physical education eliminated.

Brookfield, Ill.—School year shortened one month. Teaching staff reduced 40%.

West Aurora, Ill.—Pay of teachers cut a second 10% and school year shortened by a month.

Bakersfield, Calif.—Teacher load increased, number of teachers decreased, salaries reduced.

Aurora, Ill. Teachers volunteer to teach two months without pay. They accepted a 10% cut at the opening of the school term and later the board cut their salaries another 25%.

Jackson, Mich.—Evening classes curtailed. No gymnasium, swimming or wood working classes, but a new course in economics is offered in which investments, budgeting, taxation, indebtedness, real estate transfers, contracts and credit will be taught. The teaching staff also has been greatly reduced.

Cleveland, Ohio.—Radical slashing of welfare expenditures, and cutting of appropriations for education were two methods by which real estate property owners could relieve themselves in the panic, which L. G. Collister, county treasurer, suggested to members of the Building Owners' and Managers' Assn. of Cleveland. "We have been spending too much on our public schools," he said, and implied that workers should get less in the way of welfare services, so that real estate owners could have their taxes reduced.

A Little Sunshine

An occasional gleam in the black cloud of economy! **Laramie County, Wyoming, Does Not Cut Salaries**

While other school districts in Wyoming are reducing salaries and employes, School District No. 1 of Laramie County today announced it probably will decrease school taxes next year without cutting salaries or staffs.

The board said the district's school will end the fiscal year with a balance of about \$50,000 and that 1 mill may be cut from the tax levy, making it 7 mills.

Teachers' Pay Cuts Scored by Club Women

Public officials who cut the salaries of teachers and reduce school equipment at the cost of education were criticized by business women from Western States, gathered in conference at Berkeley. The gathering was a regional meeting of the National Federation of Business and Professional Women's Clubs and was one of several being held throughout the country.

The attack on teachers' salary cuts developed during a discussion by Miss Emily R. Kneubuhl of New York city, national executive secretary, with Miss Martha Gasch of Portland, presiding.

Mrs. Estelle C. Close of Santa Rosa led the attack on the decreasing wage scale for teachers, the overcrowding of schools and the omission of such subjects as art and music from the primary school curriculum. These conditions she listed as evils of the present financial crisis.

"Of course," she said, "social well being depends on economic well being. But such bargains in education are little short of criminal. They place a handicap on children which only the stronger ones can overcome. Education needs a larger unit of administration so it can go forward instead of backward. It must not be slowed up at this time of unrest. *We spend a million on highways, one thousand on the school it passes and one hundred on the teacher's salary.*"

Harvard Won't Cut Pay Despite Drop in Revenue

Despite a decreased income from its investments, Harvard university will discharge none of its officers of instruction or administration and will not reduce salaries.

The university, however, has made plans for every economy that does not seriously affect academic work.

Budgets of the various departments have been reviewed in detail and savings are being made in all possible non-essential matters.

Children's Welfare Placed Above Money

Working people must not be forced to sacrifice their children "in order to save the wealthy a few dollars," declares a ringing statement issued by the Chattanooga Trade and Labor Council protesting against the plan of city officials to 'economize' by shortening school terms.

"The education of our youth is one of the very first duties of the taxpayers, and any sort of endeavor to injure or hamper the process of producing an educated future generation has been and always will be the target of the most vigorous attack by organized labor," the statement emphasizes.

Pointing out that organized labor made the first efforts to create the public school system, the Council declares that it should not be tampered with "no matter if the present tax rate is never reduced."

Academic Freedom

John C. Granbery

Professor John C. Granbery, head of the department of History at Texas Technological College since its founding seven years ago and recognized as the college's foremost scholar, was summarily dismissed by notice from the board of directors at the close of the term last spring, without warning to Professor Granbery and without the knowledge of the acting president. No charges were brought against Dr. Granbery. To Dr. Granbery's demand for a reason for this treatment, the Board refused to make any statement except that its action was a non-renewal of contract for the sake of economy.

A petition of protest, signed by a large number of students, alleges that the real reason for the dismissal was that Dr. Granbery is a religious and economic liberal and a pacifist. Dr. Granbery had been active in criticism of the Power Trust, but not more so than the Democratic candidate for president.

The American Association of University Professors is interesting itself in the case. Dr. Granbery is now in Brazil.

Leo Gallagher

Under conditions which amounted practically to dismissal, Leo Gallagher, well known California lawyer, lately resigned from the faculty of Southwestern University Law School in Los Angeles, of which he had been a member nine years. Dean McNitt of that institution is quoted as saying: "Lawyers who defend political minorities have no place on the teaching staff of Southwestern University."

Mr. Gallagher has long been an attorney for the American Civil Liberties Union, and as such has defended many free speech cases in the courts. It is reliably stated that he was forced out of the law school through pressure put upon the university heads by the Better America Federation, the Merchants and Manufacturers' Association, the D. A. R., and the Los Angeles Chamber of Commerce.

Academic Freedom, it would appear, is utterly foreign to American education and needs to be fought for by every social agency.

America has too much of everything. No American has enough of anything.—*Dunbar's Weekly*.

Society Must Not Let the Schools Retreat

Geo. D. Strayer, Columbia University

There is need in the United States today for an aroused public opinion in support of education. Those who believe that the battle for free public schools was won by the middle of the last century are living in a fool's paradise.

Everywhere there is an attack upon public education expressed primarily in terms of retrenchment in the support of the schools. It is seriously proposed that we cannot afford the program of education already established.

There seems to be little appreciation of the fact that the need of the hour is for a richer education to be provided for an increasing percentage of the total population.

The better we know the work that is done in our schools, the more certainly we are willing to acknowledge the necessity for the future development of our school system.

It is in this situation that in cities and in rural areas schools have been closed, terms have been shortened, teachers' salaries have been reduced, classes have been increased in size, some of the more significant offerings have been eliminated from the curriculum, adequate educational supplies and books have been denied, health service and physical education have been dropped, the attendance service has been crippled, proposals have been made for the lowering of the standards for entrance into the profession, building programs which were to provide adequate housing have been abandoned, night and continuation schools have been closed—in short, the whole program of education is being curtailed, if not indeed placed in jeopardy.

We must have schools that do much more than provide opportunities for individual initiative and achievement.

We must develop a curriculum which, while it adjusts educational opportunities to the needs and capacities of individuals, has for its objective the development of men and women who love liberty, who seek justice, who are willing to sacrifice personal advantage to the well-being of the whole group.

We may not think less of the importance of guaranteeing to the individual the right of security of his person and property, but we must seek to develop as well his devotion to social justice.

Never before has there been such need as there is today for men and women of high intelligence, of broad training and of deep social sympathy and understanding to staff our schools. The situation demands teachers who are more than drill masters.

The work of the teacher in our society must be measured by the degree of leadership which he is able to offer to young people in their attempt to understand our modern complex social life.

He must be a student of society as well as a student of human nature. He must seek to lead boys and girls in their attempt to think straight with respect to the most difficult problems with which men have ever had to struggle.

He must seek to develop those ideals which will make possible the regeneration of our society.

Our plan is not for the maintenance of salaries but rather for the maintenance and development of our civilization and for the perpetuity of our institutions.

The Weathervane Points

More Teachers, Fewer Jobs.—With twice as many teachers enrolled, the teachers' employment bureau of the University of Missouri has been able to place only about half as many as in normal times, according to a statement by its director. Salary reductions of 20 to 30 per cent are not uncommon, and a few school boards are not signing contracts for all positions which they normally offer because of the uncertainty of tax income.

Fees for Teachers' Examinations.—Teachers' Council at New York City Board of Education meeting adopts report recommending that fee be charged to applicants registering for examinations for all teaching positions, except those in elementary schools. Estimated fee might reduce cost of giving examinations by \$175,000 annually.

Modern Trends in Education.—In Newark, New Jersey, Etiquette Clubs in public schools aid in the teaching of good manners.

New York Relief Association Aids Substitutes.—Destitute teachers who have served the New York city school system as substitutes and who because they lack the regular license are not eligible for pensions, will receive assistance from the New York Teachers Relief Association.

Board to Fire Teachers if They Attend Dances.—Marianna, Fla., Sept. 24.—(AP)—Any teacher who takes part in a dance in this county during the school term is out of a job by order of the county school board.

New Ruling for Certification of Teachers in Pennsylvania.—The Pennsylvania State Council of Education adopted a ruling advancing from two to four years of post-high school training the minimum requirement for teachers in elementary grades, the rule to become effective September 1, 1936. Dr. James N. Rule, superintendent of public instruction, said there were two main reasons back of the council's action, one to bring about a better balance between the number of teachers who need to be trained each year and the number of positions that annually are available, the other to be a step toward equalization of teaching ability for elementary schools with that in high schools.

Cause and Effect in Duluth.—Last June Duluth elected three Labor members of the school board. In October Duluth teachers won a signal victory in their protests against contracts impairing their tenure rights. New contracts which did not waive the provisions of the teachers' tenure act were accepted.

An "Undercover" Movement in Utah to Intimidate Teachers into underbidding each other on gratis services in districts where the budgets have been exhausted is intimidated.

Child Labor Not Declining.—The decline in the number of children gainfully occupied, reported in preliminary returns from the 1930 census, is misleading, says Courtenay Dinwiddie, secretary of the National Child Labor Committee. When jobs are extremely scarce for adults, children are less likely to find jobs, he points out.

"The task before us," Dinwiddie adds, "is to consolidate the situation shown by the census, with 800,000 children between seven and 14 still gainfully occupied, and by legislation to make permanent the elimination of young children from industry."

Cleveland Teachers Face More Trouble.—According to accounts in the last issue of the Cleveland Teachers' Bulletin, the president of their board of education has asked the teachers to accept a large cut for next year in such a way as to suspend and modify their salary schedule. This the Cleveland teachers have almost unanimously refused to do. They are willing to face part of the sacrifice due to the depression, but want to do so in a way fair to all. Above all, they want such reductions distinctly recognized as temporary. There is a tendency for boards of education like other employers to take advantage of the depression to break salary or wage scales which are the result of years of faithful service and organized effort. Organized labor has this same struggle even more acutely and sympathizes with this viewpoint.

Utah Teachers' Salaries Lower Than in Neighbor States.—According to the tabulation of teachers' salaries in 11 western states prepared by the Utah Education Association, the Utah teachers receive the lowest pay. Not a teachers union in the state!

A Professor Resigns.—Professor Sarolea has resigned from the Chair of French in the University of Edinburgh, and has set forth his reason for doing so in a letter which will bring a rueful smile to the face of many a teacher. Briefly, Professor Sarolea's complaint is that he has too many pupils. He says that he cannot deal adequately with 1,000 students, of whom about 80 per cent—mostly women—are unfitted to receive the instruction which a University ought to give.

Teachers Paid Less Than Average Wage Earners.—A majority of teachers in city school systems in the United States are paid salaries lower than the average annual income of all gainfully employed persons, according to a survey conducted by the National Education Association before the drastic reductions of the last year. Out of 301,000 teachers more than 164,000 received less than \$2,000 annually, which is the approximate average income of all gainfully occupied persons in the United States.

More Than Million Teachers.—More than 3.5 per cent of those gainfully employed in the United States are in the teaching profession, E. M. Foster, chief of the Division of Statistics, Federal Office of Education, recently said. From kindergarten to the graduate university a total of 1,037,605 persons comprise the ranks, he said. In the secondary and elementary schools, women teachers dominate by a ratio of five to one, he reported.

Unpaid Teachers in the Argentine Turn Communist.—The chronic poverty of school teachers, most of whom are creditors of the nation for many months' salary, has made them particularly susceptible to communist preachings, according to press dispatches.

Low Salaries Received by Women Teachers.—Women entering the profession of college teaching were found to receive lower salaries than men, in a survey made in 1928 by the Office of Education of the Department of the Interior of 50 selected institutions known as land grant universities and colleges. Comparisons were made in five academic ranks: dean, professor, associate professor, assistant professor, and instructor; and women were found to receive lower median salaries than men in each of these.

Quotation from the Wall Street Journal and the Metropolitan Press of date June 28, 1932.—Public school teachers of United States should voluntarily remit percentage of salaries to public treasury in cases where their communities are seriously embarrassed financially, says Miss Florence Hale, president of National Education Association.

Denver Teachers voted a 10% contribution.

New York City Teachers refused to make the "voluntary" contribution requested by the Board of Education.

Half of Teachers in Maine Get Salary Reductions.—

Municipal appropriations of Maine towns and cities, made in most cases at annual meetings in March, indicate that approximately half of the public school teachers in the state will have to submit to reductions in salaries, according to Bertram E. Packard, commissioner of education. About 7,000 teachers are employed, he said, and the average rate of reduction will be 6 or 7 per cent. And they haven't a teachers union.

Safety Education in Schools.—The progress of safety education in the schools of the United States was traced by William J. Cooper, U. S. Commissioner of Education, at the sessions of the Child Education Section of the National Safety Council Congress in Washington, D. C., October 3-7. The reduction of auto accidents to children was shown to be the result of teaching habits of play and work to children in the school.

California Printed 550,000 Arithmetics for School.—The California State Board of Education authorized the State printing office to print 550,000 new arithmetic textbooks used in the public schools.

The publishers rent the plates to the State printing office for a nominal sum. State Printer Harry Hammond said the textbook job will enable him to keep from 75 to 100 men at work until the legislature meets next January.

The Tennessee State Federation of Labor Protests Slashing of Teachers' Pay.—Arbitrary cut of 7½ per cent in the wages of school teachers, after contracts for the year had already been made, is the subject of a resolution, and demand is made for increases rather than cuts in the pay of these sorely-tried public servants. Suggestion is also made that the teachers take steps to help themselves, and every assistance is offered in such a commendable effort if and when made.

Economic Cost to Cincinnati of Salary Cuts.—Some business men of Cincinnati right now are waking up to the bad effect on their sales of the 14 per cent lowering of income the last five months for over 2,000 school workers. It will mean a decrease of over \$250,000 at best in money expended in that city which will react as such slashes always do. Labor leaders have been stressing this point for many months.

Injunction Against Introduction of a New Grade School Course of Study in South Dakota.—The school book trust is blamed by E. C. Griffin, state superintendent of public instruction of South Dakota, for the temporary injunction recently granted against the introduction of a new grade school course of study throughout the state. The new course would require fewer textbooks, includes study of the co-operative movement, and encourages individual initiative on the part of the student. It is backed by the Farmers' Union.

Children Work While Men Are Unemployed.—Approximately 700,000 children from 10 to 15 years of age, inclusive, were at work in the United States in 1930. About 230,000 of these, or more than one-third, were 13 years of age or under. The number of children out of school is even more staggering. More than 1,330,000 children 7 to 15 years of age, inclusive, were not attending any school in 1930, according to census figures, in spite of the wide extension of compulsory school attendance.

A Teaching Record.—For 104 years, from 1821 to 1925, a teaching position at Souhesmes (Meuse), France, was held successively by Nicholas Grandjean (1821 to 1867), his son, Prosper (1867 to 1899), and his grandson, Charles (1899 to 1925) according to *L'École et la Vie*, a weekly review of education published in Paris. *L'École et la Vie* asks, "Est-ce un record?" As far as we know, it is.

For Unemployed Teachers.—The Western Australia Teachers Union has established a fund for the relief of unemployed teachers. The Union has thus been enabled to assist certain teachers who have been disadvantageously placed. Every penny received into the fund is earmarked for the purposes of the fund and any costs concerned with the working of it are defrayed by the Union.

Equal Salaries for Same Work.—Equal salaries for men and women doing the same work were advocated by Dr. A. A. Heist, social service secretary of the Columbia Conserve Company, Indianapolis, Ind., in a talk before a business girls' meeting at Evansville, Ind. "You girls ought never to work for one cent less than a man at the same job because it is your right," he said. He urged the girls to fight for themselves and not expect anyone else to do it for them.

Militarism in Schools Scored.—The Kern County California Labor Council called on the trustees of the Kern county high school not to put military training in the schools either on a voluntary or a compulsory basis. The resolution specifically condemned a proposed voluntary cadet corps as essentially militaristic.

How Employers Fight Depression.—The husband was laid off. His wife, forced to look for a job, heard women were being hired at the factory where he had worked. She applied and was given a job—the same one her husband had been holding—but at 50 per cent less an hour than he had been getting. That was one of the conditions discovered in South Bend, Ind., industries by investigators for the Women's Bureau of the United States Department of Labor during a survey they made there in 1930.

The Newly-Elected President of Amherst College a Business Man.—Mr. Stanley King, formerly a business leader of Boston and for many years a prominent figure in state and national public affairs, has been elected president of Amherst College. Mr. King, who becomes, at forty-nine years of age, the eleventh head of the college, succeeds Dr. Arthur Stanley Pease, who resigned recently to accept a professorship at Harvard University.

Mr. King has never been a teacher. He was for fifteen years an attorney in Boston and for several years eastern manager of the International Shoe Company.

What shall it profit a nation to balance its budget and let its children go hungry?

BOOKS

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

THE MANAGEMENT OF THE SCHOOL MONEY

By Professor Henry C. Morrison
University of Chicago Press

If schools are to be kept out of bankruptcy, non-essential and accessory enterprises such as public entertainment, poor relief, preschool experimentations, professional and trade training, police functions, and curriculum overexpansion must be kept out of the school budget, according to Professor Henry C. Morrison of the University of Chicago in his new book, *"The Management of the School Money,"* published by the University of Chicago Press.

Professor Morrison is one of the seventeen finance specialists, appointed by the Secretary of the Interior, to conduct a four-year National Survey of School Finance.

Professor Morrison makes it clear that while all activities to promote public welfare are eminently desirable they are not a proper charge upon the school budget, and such overexpansion of the school program is responsible for the widespread financial difficulties of public schools at this time. While the general business depression added a strain to school finances, most of them would have failed sooner or later, according to Professor Morrison, since their financial structures are essentially unsound. "The causes," he says, "are to be found, in part, in a revenue system which is incapable of utilizing the fiscal capacity of the community; in larger part, in overexpansion—in spending money on expansion which in effect had already been obligated to operating and capital commitments—and in the schoolman's ignorance of finance and economics.

"A school system is overexpanded not only when its enterprises or program of study, or both, have become broader in scope than the tax base will warrant, but also when undertakings are present which are not required by the purpose of the school as a civil and social institution," says Professor Morrison.

Citing the playground as an instance of an instructional feature corrupted into public entertainment, Professor Morrison says, "With elaborate playing fields and costly stadiums, the playground is no longer a laboratory of physical education, but it becomes

essentially a park for public entertainment. Public entertainment is no part of the business of the school system. It is the business of the department of public parks. If there is no park, and the community insists on being entertained in that way, it should provide a park."

Regular medical inspection of school children is a public health measure, and its costs belongs to the public health budget, and not the school budget, Professor Morrison believes.

"Penny lunches and other nutritional undertakings, dental clinics, and free dispensary service are humanitarian and eminently desirable undertakings—but not out of the school budget," says Professor Morrison.

When the school establishes day nurseries it is assuming the burdens of parenthood, in the opinion of Professor Morrison, and the cost of preschooling is a family burden and in no sense a legitimate item in the school budget.

On the other hand, Professor Morrison believes that the care of juvenile delinquents is an instructional and not a penal undertaking. "Juvenile delinquency," he says, "must be looked upon as a failure in the process of education, no different in principle from failure to learn to read. The financing of parental schools is therefore in principle a school responsibility, but the detention home belongs on the budget of the department of charities and corrections."

It is because of this confusion as to the purposes of the school, and because the average schoolman knows less about cost accounting than the average business man—whether "big business" man or proprietor of the village garage—that overexpansion in curricula, entailing overexpansion in buildings and personnel, results, according to Professor Morrison.

"American schools, as compared with other American enterprises, are ridiculously understaffed in competent managerial and administrative service," Professor Morrison says. "While there has been a great deal of improvement in this respect in the modern period, it is still true that perhaps the most important officer in our whole public service, excepting only the great officers of State, namely, the superintendent of schools, is in most cases utterly without adequate training, even when he is something more than a mere political hanger-on. The function for which he is responsible requires a training equal to that given in our best law, medical, and

engineering schools. In addition, the schools require executive capacity at least equal to that of the best business executives in the community in which the superintendent serves. We do not often get such men, primarily because we cannot afford to pay for them. We cannot afford to pay for them because of the fact that we do not manage our school money well, either on the revenue side or on the expenditures side."

Professor Morrison's earlier book, *"School Revenue,"* discussed the sources of school money. His new book, *"The Management of the School Money,"* tells where the school money goes, and where it should go, in order to make the school economically sound. He is also the author of *"The Practice of Teaching in the Secondary School,"* which introduced striking innovations in instructional technique, and marked its author as one of the outstanding progressive thinkers in the educational world.

TEACHING MODERN PROBLEMS

A new method of teaching modern problems has just been made available to the high schools of this country. The American Education Press, Inc., of Columbus, Ohio, is issuing a series of Modern Problem Booklets. The titles of the first six booklets are: No. 1—The Depression, What Caused It?, No. 2—The Depression, What Can We Do About It?, No. 3—Economic Planning, No. 4—Unemployment Insurance, No. 5—Crime, No. 6—The Services and Costs of Government. Fourteen other titles are in preparation.

The editorial board includes among others: Dr. W. C. Bagley and Dr. H. F. Clark of Columbia University; President George B. Cutten of Colgate University; Professor H. Gordon Hayes, of Ohio State University; Dr. E. D. Lewis, of Evander Childs High School, New York; and Raymond L. Buell and Maxwell S. Stewart of the Research Department, Foreign Policy Association.

Each booklet deals with one major problem. Outlines, questions, study suggestions, reading references are provided. Through the use of these booklets the busy teacher, with a minimum of time and effort, can bring to his students some measure of understanding of the great and important problems facing the nation and the world today.

The booklets are punched for filing in notebooks and are sold at a low price.

ECONOMIC GEOGRAPHY FOR
SECONDARY SCHOOLSCharles C. Colby and Alice Foster
Ginn & Co., Boston, \$1.92

The fact that this book, although recently issued, has already attained wide use is encouraging. Its scheme of contrasting pictures presents the background in a vivid fashion and illuminates the sources from which come bananas, coffee and the other varied products and foodstuffs which figure in even the modest menu of teachers and their pupils. The authors should, however, beware of accepting such pictures as "a well planned modern town" from the Consolidation Coal Company (p. 308). Coal may be "present in such abundance" in eastern Kentucky but a picture of the hovels and shacks of the usual company mining town would be more representative of the workers' conditions. Even so, the book is generally free from employers' propaganda. There is also much vivid description which helps to make the world alive.

No conclusions are drawn but they are implicit and can easily be developed by the intelligent student. The inescapable fact, of course, is that the world is interdependent and that the economic geographer, like other scientists, can only deplore the current folly of building up exclusive tariff walls around certain areas of the earth and trying to shut out certain sections of the world's population from beneficial reciprocal intercourse with their fellow human beings throughout the world. Truly, we live in a Mad Hatter's world where every nation is determined to be a seller and not a buyer when a full page of the rotogravure section of the *New York Times* is devoted to pictures of shiploads of coffee being dumped into the sea. (This textbook in treating of coffee does not suggest madness of this sort.)

But men are not yet grown up to their opportunities. Ideas lag behind technical development. If the facts of economic geography so clearly outlined in this textbook are fully digested, they will hasten the end of our economic adolescence.

MARK STARR.

THE FIGURE

By Helen F. Morton

White Eagle Studio, 13 Merlin St.,
Dorchester, Mass.

Price \$2.50 per folio

The most difficult subject in the co-ed classroom of art has been made a simple and interesting problem.

Without a model, the general proportions of the human body are fully conquered, and an artistic point of view established.

The art teacher or the grade teacher will find the *First Lessons Charts* of great assistance. Those who are not in school should welcome the lesson charts as valuable opportunity in which to learn to record truthfully the human figure in repose and in action.

In the hands of teachers of art, the charts may be used as early as the sixth grade.

From these lessons children will be inspired to develop sculpture and to compose illustrative sketches. The practical art of dressmaking and clothing the figure are given special consideration.

When these fifteen lessons have been performed, the student is then ready to observe intelligently the living model, and to draw the more subtle muscular contours of the human form and express himself with greater freedom.

Miss Helen F. Morton, the author of this folio, is an art teacher of twenty-one years of experience. She places these lessons and charts before you as a result of an intensive, professional study of art teaching. She has taught costume design in a Trade School for girls, she has supervised the drawing of all the grades in a large city, and is now teaching art in one of the largest high schools in Massachusetts.

First Lessons Charts are the product of an experienced mind and meet a direct need of the teacher of art or the student who wishes to help himself.

LEADERS IN EDUCATION

A Biographical Directory Edited by
J. McKeen CattellThe Science Press, Grand Central
Terminal, New York, N. Y.,
and Lancaster, Pa.

The BIOGRAPHICAL DIRECTORY OF LEADERS IN EDUCATION will take a place among the most important works of reference. Material for the book has been in course of collection for a number of years along the lines of the *Biographical Directory of American Men of Science*, which in successive editions has been a standard work for twenty-five years. The two directories are under the same editorship, as are also *Science* and *School and Society*, weekly journals, the former of which since 1895, the latter since 1915, have maintained the highest position in the fields of science and of education.

The BIOGRAPHICAL DIRECTORY OF LEADERS IN EDUCATION contains biographies of about 11,000 of those in America who have done the most to advance education, whether by teaching, writing, research or administration; a careful selection from the million educational workers of the United States and Canada. They are those to whom daily reference is made in the press, from whom all positions of importance are filled. It will be a work essential to all who have relations with those engaged in educational work, necessary to every reference library.

LEADERS IN EDUCATION, like *School and Society*, aims to bring unity and common interest into educational work, covering the field from the nursery school and before to the university and after, including libraries, museums and social agencies as important factors in education. Like *American Men of Science* it is more than a compilation; it is a contribution to the advancement of education.

Not only on the editorial side but also in mechanical production, the book maintains the standards of *American Men of Science*, being well printed and well bound, a book satisfactory for any student or any library to own, to show and to use.

There are 1,037 pages and over 11,000 biographies.

A NEW MAGAZINE ON SCHOOL
MANAGEMENT

A new magazine, *School Management*, has just begun publication. The magazine deals with the administration, equipment and construction of schools. It is edited by Clyde R. Miller, Director of the Bureau of Educational Service, Teachers College, Columbia University. George J. Hecht is the President and Publisher. The offices of the magazine are at 114 East 32nd Street, New York.

In the first issue there is an article by John Dewey, "America Needs an Entirely New Educational System." The editor writes on, "What Is to Be Done About School Budget Cuts." Dr. Grant Rowell contributed an article on "Equipping School Health Rooms." Mrs. Clara Savage Littledale, Editor of *The Parents' Magazine*, conducts a regular department, "Projects and Programs for Parent-Teacher Associations." "How Other Schools Do It," "The School Lunch Room" and "A Check List of New Text Books" are other regular features of the publication.

On the Advisory Board of the magazine are Florence E. Bamberger,

Ph. D., Director, Dept. of Education, Johns Hopkins University; Edwin C. Broome, Ph. D., Pres., Dept. of Superintendence, National Education Association and Supt. of Philadelphia Public Schools; Walter Cocking, Ph. D., Prof. of School Administration, George Peabody College for Teachers; Ellwood P. Cubberley, Ph. D., Dean, School of Education, Stanford University, California; W. J. Donald, Ph. D., Managing Director, American Management Association; Burton P. Fowler, Pres., Progressive Education Association and Headmaster, Tower Hill School, Wilmington, Delaware; George W. Frasier, Ph. D., Pres., Colorado State Teachers College; Lillian M. Gilbreth, Ph. D., Management Engineer, Author of "Living with Your Children"; Sally Lucas Jean, Consultant in School Health Education; Edgar W. Knight, Ph. D., School of Education, University of North Carolina; Harlow S. Person, Ph. D., Managing Director, Taylor Society; Frank G. Pickell, Supt. of Schools, Montclair, N. J.; W. Carson Ryan, Jr., Ph. D., Director of Education, U. S. Bureau of Indian Affairs; and Zenos Scott, Supt. of Schools, Springfield, Mass.

A Timely Publication

Two hundred and fifty years ago on November 6, 1682, William Penn landed at New Castle, Delaware. Many schools and organizations throughout the country will hold celebrations during the school year 1932-33 in honor of this great founder and pioneer who gave to all Americans the heritage of a peaceful settlement in the New World. The courageous experiment in establishing friendliness and goodwill between Indians and white men, people of different races and different stages of civilization, is a particularly appropriate study for children today. When current journals are constantly presenting peace news. The Great Treaty of Peace established by William Penn is known as "the only treaty never sworn to and never broken."

The story of the beginning of William Penn's settlement has been written in vivid style for children of 8 to 12, by S. Lucia Keim, M.A., who is herself a teacher and has collected and tried out this material for the past three years in her own school room. She has used it very successfully both in story form for children's reading, and for dramatization as a pageant. It is adaptable also as the basis for a project in history or social science. It has now been printed for the use of teachers everywhere for the 250th Anniversary year. Marjorie Hardy, national authority on Primary Reading, says, "It meets the needs of the curriculum in a literary and historical way and because of its style, full of action, makes the dramatization of it simple and meaningful." The title of the booklet is *Indians and Quakers, a Story of William Penn, for Boys and Girls to Read and Play*. It contains fifteen illustrations, a bibliography, and an appendix of pantomime pageant directions together with diagrams of authentic costumes and the setting. It will be distributed at cost by The Women's International League for Peace and Freedom, 1924 Chestnut Street, Philadelphia, at 35 cents a copy (30 cents in lots of ten), postage prepaid.

"Perhaps the best way we can help the world today is simply by thinking. It is vastly easier to fight than to think, yet all fighting without thinking is sure to end in defeat. It is much easier to work than to think, but the harder a man works without thought the more damage he does."

—W. H. P. Faunce.

A Dozen New Words and Phrases*

acid test. A severe or final test, as of value, authenticity, genuineness, or the like;—perhaps referring to the testing of gold by means of acid.

acrobatics. The art, profession, or performances of an acrobat; acrobatism; as aerial *acrobatics*, the "stunting" of aviators, looping, spinning, rolling, etc.

addict. One who is addicted to a habit, especially the habit of taking some drug, as opium, cocaine, etc.

air base. A base of operations for aircraft and for the housing, repairing, etc., of the craft.

aircraft. Any form of craft designed for the navigation of the air, as an airplane, balloon, helicopter, kite, kite balloon, orthopter, glider, or the like.

air mail. The system of transporting mail by aircraft; also, the equipment so used; also, the mail so transported.

air-minded. Interested in or favorably disposed toward aerial activities.

alpha test. A psychological test originally given in the U. S. Army during the World War to determine roughly the mental capacities of officers and soldiers able to speak and read English.

Americanese. English containing words, locutions, and usages, especially slangy and colloquial, which are peculiar to the United States; also, all the terms and usages, collectively, peculiar to the United States.

ampoule. A small glass capsule for holding a hypodermic solution, usually one dose.

animal husbandry. The branch of agriculture which is concerned with farm animals.

autobus. An automobile omnibus.

*Taken from the addendum of "New Words" in recent editions of WEBSTER'S NEW INTERNATIONAL DICTIONARY.

We are sorry that Sir Michael should be advising the use of mechanism plus unskilled juvenile labor as a substitute for the teacher. Education is not a mechanical process, nor is a school a factory; and the principles animating the two spheres of culture and industry are not identical. Industry aims at eliminating the human factor—education at intensifying and strengthening it. Every school could make real use of mechanical aids but no school can dispense with the influence of the teacher.—*The Schoolmaster and Woman Teacher's Chronicle*.

Please Let Us Know— Do You Receive "WORD STUDY"?

Throughout the school year we issue periodically, for the benefit of English teachers, a publication entitled **WORD STUDY** in which are presented many interesting and helpful ideas relating to the teaching of the subject. It will help us to know whether you receive **WORD STUDY**; if you do, what your opinion of it is; and if you do not, whether you would like to receive it free of expense. We will appreciate a word from you. In writing please mention



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G. & C. MERRIAM CO.
Springfield, Mass.

An Adventure in Adult Education

A new plan for bringing the benefits of a liberal education to business and professional men and women who have not had time for such study or who wish to review has been inaugurated in the establishment of *The Institute for Liberal Education*.

The founders believe there are many thousands of men and women who will welcome an opportunity to study the basic subjects of cultural life under competent leadership and untrammelled by rigid courses of study. Acting on that belief, they have drawn upon some of the best talent in the country to plan a course of study for adults in liberal culture and to prepare suitable introductory texts. This work has been completed for forty subjects in twelve fields of learning and the work will be published in 40 assignments of approximately 25,000 words each. The method to be followed by *The Institute for Liberal Education* will be primarily the organization of classes to be conducted for two academic years with resident leaders. Wherever the community is not of sufficient size to warrant such procedure, the course and service will be offered by the correspondence method.

The new course and service is launched in full confidence that it will receive the cordial support of believers in adult education and that it will make for a fuller cultural life for those who pursue it. *The Institute for Liberal Education* cordially invites interest and correspondence.

Dr. John A. Lapp is Educational Counsel. The address is 1221 Baltimore Avenue, Kansas City, Missouri.

LEADERS IN EDUCATION

A BIOGRAPHICAL DIRECTORY

Edited by J. McKEEN CATTELL

Editor of School and Society

Contains biographies of those in America who have done the most to advance education, whether by teaching, writing, research, or administration. They are those to whom daily reference is made in the press, from whom all positions of importance are filled. It is a work essential to all who have relations with those engaged in educational work, necessary to every reference library.

Over 1,000 pages—Over 11,000 biographies
Price \$10

THE SCIENCE PRESS

GRAND CENTRAL TERMINAL,
NEW YORK, N. Y.

News of Our Members

Lillian Herstein, Chicago Women Local 3, made a splendid campaign for Congress in the 2nd Illinois District on the Farmer-Labor ticket. She ran up a large number of votes, more than ever before in that district by a Labor candidate.

The great battle of Labor is to elect members of Congress who will protect the people from objectionable legislation and who will vote for remedial legislation.

Florence Hall Kirkpatrick, charter member and first secretary of Chicago Women Local 3, has resigned from the Medill High School, Chicago, where she had taught art for twenty-five years.

Mrs. Kirkpatrick has opened a studio at San Gabriel, California, and will devote her time to painting.

Maynard C. Krueger, Philadelphia Local 192, has joined the faculty of the University of Chicago as professor of economics. Dr. Krueger was formerly a member of the economics department of the University of Pennsylvania.

Lillian Herstein, Chicago Women Local 3, addressed the Conference for Progressive Political Action at its annual meeting in Cleveland in July on the Chicago situation.

E. E. Schwarztrauber, University of Wisconsin Local 223, represented the American Federation of Teachers at the annual convention of the Wisconsin State Federation of Labor. He spoke at the banquet meeting on the need of teachers unions.

Mary C. Barker, Atlanta Local 89, spent a few days in North Carolina at the Southern Summer School for Women Workers. Miss Barker is chairman of the Board of Directors of this institution.

Barbara C. McGlynn, Wilkes-Barre Local 211, explained by invitation the program and policy of the American Federation of Teachers to a Penn State College class in Political Science.

Professor Paul Douglass, University of Chicago, has published a best seller, "The Making of a New Party."

Helen F. Morton, Cambridge Local 195, has recently published a series of First Lessons Charts on The Figure, reviewed elsewhere in this issue.

Dr. William E. Zeuch, formerly director of Commonwealth College, has returned from Europe where he spent a year as Guggenheim traveling research fellow in the study of workers' education, and with some of his early associates at Commonwealth has established Skyline, a Camp School for Adults, at Rich Mountain, Arkansas. The new school aims to prepare adults for realistic, intelligent citizenship.

George A. Coe, professor emeritus Columbia University, New York Local 5, has a new book out entitled "Educating for Citizenship."

Dr. John A. Lapp, Milwaukee Local 79, is Educational Counsel of the recently established Institute for Liberal Education in Kansas City, Missouri.

President Linville participated by invitation in the annual conference of the New York Library Association at Lake Placid, New York, September 21. The topic of the meeting was "Common Objectives and Effective Cooperation in Educational Work."

By request Dr. Linville presented the policies of the American Federation of Teachers.

In September, Secretary Hanson gave the Labor Day address at Elkhart, Indiana, attended the Indiana State Federation of Labor Convention at Fort Wayne, and visited Granite City, Local 38.

In October, she was the guest of Grand Forks Local 205, St. Paul Locals 28 and 43, and Minneapolis Locals 59 and 238.

On November 4, the Wisconsin Locals held a breakfast meeting in Milwaukee at which the speakers were Henry Ohl, Jr., president of the Wisconsin State Federation of Labor, and Secretary Hanson.

Who's Who in this Issue

James E. McDade, assistant superintendent of schools, Chicago; progressive educator and author.

Eleanor G. Coit, educational secretary, Affiliated Schools for Workers.

Harry L. Tate, Chicago Men Local 2, principal Whitney School, Chicago.

Herman Partnow, New York Local 5, instructor in biology.

George D. Strayer, director division of field studies, Institute of Educational Research, Teachers College, Columbia University; lecturer and author.

News from the Field

Chicago Men Local 2 The Prospect Before Us

Inaugural Address of the President
June 10, 1932

A few months ago this Union celebrated its twentieth birthday. We had reason to rejoice because of the great difference between the standing of the Union in its early days and its standing now. Then it was treated with something resembling contempt. Now it has only to ask it to be granted a hearing before almost any influential body in the city. The Chicago Board of Education would not now think of initiating a major policy affecting the schools without inviting the teacher unions to a hearing upon it. That state of affairs was largely brought about by the pioneering efforts of this Union—and that not by good fortune, but by the constructive and determined leadership which we have always had.

So much for the past. What is before us? Educational problems in plenty, problems which we would like to help to solve—and will do so as far as circumstances will permit. We should like to give our working energies entirely to the practice and improvement of our craft, education. We know that the field of real education has been barely scratched, that great problems await in that field, problems in whose solution we should cooperate. We know that the adjustments of our curricula and of our methods to social needs is still only rudimentary. We know that the technique of teaching is still far from perfect, that we are yet discouragingly traditional. Most of all do we know that our really gigantic task is to sell *real* education to the public.

Why, then, do we not devote our organizational strength, supplemented by the exceedingly valuable aid of organized labor, to these important educational questions? For the simple reason that the pig-pen economic system under which we live will not allow us to do so. Bitter experience has taught us that only those who have the power to take and hold it get their share of the values which they help to produce. That knowledge is biting deep and its answer is being sought in protective organization allied with labor.

Of course there are those who tell us that such organization is unprofessional—by which they mean, of course, that it is against the pedagogic tradition of missionary meekness. They say that we should devote ourselves wholly to education. Fine! But we don't dare to neglect our economic protection. Teachers, no less than others, have to live in the world as it is—and it is not fairyland. We do not find ourselves fed with manna from Heaven just because we are teachers. If we ourselves do not take thought for our tomorrows, who will? Brothers, I lay this down as a fundamental tenet of teacher unionism: *our economic security and our standards of living are the foundations of our service.* If we are to advance the cause of education we must have these to stand on. That is what we mean by saying that our primary organizational purpose is protection. Like the foundation of a house, it is not the most beautiful part, or the

most enjoyable, but it is indispensable, and must come before the rest of the structure. If and when society so organizes itself as automatically to assure us of just salaries and working conditions, we shall cease to make these things primary, but until that millenium arrives, we can do no other than be prepared at all times to defend what we have so hardly won.

There are indications that that defense will soon be sorely needed. A new form of revolution is abroad in the land. To cover their own glaring failure in causing or permitting a virtual breakdown of the nation's economic machine and their lack of any apparent will to repair it soundly, the great financial interests have mustered their cohorts for an attack on government in general and on the public schools in particular. Incidentally, their cry against government looks like a case of the dog biting the hand that fed him, because these interests owe much of their present power to government-granted and government-operated privileges. Because of their power the efforts of these interests are highly dangerous, especially to education. They are spreading abroad the theory that public employees are parasites, "tax eaters," and they are teaching the public that failure to pay taxes is a trivial matter. This attack upon publicly supported institutions is not only destructively revolutionary in a social sense, but is an attack upon us, because we and the schools are at all times in the same boat.

Let us be more specific. The Chicago contingent of these forces attacking government has maintained a constant pressure on the Chicago Board of Education to force it to reduce school expenditures so drastically as to mutilate the services of the schools to the public. It has repeatedly made efforts to force a cut in our salary schedule, notwithstanding the fact that our salaries have already been cut approximately ten per cent. So insistent has been this latter effort as to give the impression that a salary cut has become to our enemies a symbol of victory. The defeat of the teachers is evidently a part of the supergovernment plan. There is evidence that the Citizens' Committee on Public Expenditures intends to continue this crippling policy more determinedly than ever.

Brothers, I submit that in the face of these threats unswerving loyalty to the Union becomes of paramount importance. This is no time to quibble over our rights as individuals to belong to any other organization which we choose. The plain fact of the matter is that any union member who belongs to a non-union organization which is a rival of his union in the field peculiarly the union's own, that of protection, is disloyal to his union, no matter how innocent, or even positively good, his intentions may be, because he is thereby helping to obstruct its growth and prosperity. There cannot be such a thing as a truly non-union organization in the union field. If its members belong to it because they do not believe in teacher unionism, they are by that fact anti-union, and no amount of sophistry and friendly declaration can alter it. If they believe in protective organization and are not anti-union they will belong to the Union alone. So let us not be led away from the main trail by the red herring of individual rights. It is each man's right to belong to the Union or not as he chooses, but it is not his right to belong to the Union and at the same time give aid and comfort to a

non-union rival organization. Brothers, be not led astray. In the twenty years of its history our Union has seen several meteoric organizations cross the economico-educational sky and fade out, but that Union is still here stronger than ever before. If you stand by it, it will stand by you. Standing together we shall not fall.

C. L. VESTAL.

San Francisco Locals 61, 215 and 241

August 30, 1932.

To the Teachers of the San Francisco
Public Schools:

Ladies and Gentlemen:

At the meeting of the Board of Education, July 20, 1932, the following resolution was unanimously adopted, which explains this inquiry. The resolution is as follows:

RESOLVED: That at the opening of the Fall Term 1932 a census be made by the Secretary of all the members of the School Department, with the instructions that they report, within one week after school opens, in writing, over their signatures, attested to by them, their actual place of residence; and if they habitually spend a considerable time elsewhere than the actual place of residence, that they state where, the reasons therefor, and how much time they spend outside of San Francisco; and that the Secretary report to this Board any cases where there is doubt or any residence outside the City.

You are, therefore, requested to reply to the questions herein below listed, and return to your principal or supervising officer, by whom they will be forwarded to the writer. Your cooperation and immediate reply will be most appreciated.

H. M. MONROE,

Secretary Board of Education.

FORM OF RESIDENCE INQUIRY FOR TEACHERS

Name
School
Residence St.
Are you a registered voter of S. F.?.....
If so, from what address are you registered?
Date of entering school department.....
Do you leave the city over the week ends? Habitually?.....
Occasionally?
Do you habitually spend the nights out of the city?.....
If so, why?.....
I hereby attach my signature that the foregoing answers are in my own handwriting and that they are true statements of fact

A letter from San Francisco says: "The teachers are not particularly worried over the resolution. They treated the whole situation as a joke."

Voorhis Local 210

Our Local still goes forward. We have met opposition to any organizing efforts among teachers in our immediate vicinity. They are afraid of their jobs. But we still have all the teachers in our own school in the local and are spreading the "gospel" and point of view to faculties of nearby schools. We invite them here for a supper meeting and then discuss various teaching problems, always including the American Federation of Teachers.

H. J. VOORHIS.

Chicago Women Local 3

The Chicago Federation of Women High School Teachers is inviting membership with the following call to participation and action.

Teachers must be united!
Join the Organization that best represents you and that best meets your needs.

The Federation of Women High School Teachers offers you

Protection:

One of the best labor attorneys in the United States.

Public appearances of your officers in all crucial discussions concerning the schools. Representation at all public and semi-public conferences, including all Board of Education meetings.

Successful defense of the salary schedule against repeated attacks begun in April, 1931.

The support of labor.
Group Insurance.

Information:

Honest, reliable, up-to-the-minute facts obtained directly from the public officials concerned and the bankers who hold the purse strings.

Weekly mimeographed and monthly printed bulletins sent to all the high schools. Open discussion at all regular monthly meetings.

Publicity:

Six years of publicity over WCFL.

Daily interviews with persons of prominence and importance in the City's life. Pay the Teacher on banners carried in the Labor Day Parade before thousands of spectators.

Conferences with newspaper editors which have resulted in thousands of lines of priceless publicity, editorials as well as news items.

Stability:

19 years of wise and constructive leadership.

A reputation in school and civic groups for a progressive and sane approach to school problems.

Committees constantly at work on educational, legislative, financial, legal pension and tenure problems, and working conditions of teachers.

The chairmanship of the Illinois Federation of Labor Committee on Education.

Cooperation:

With school groups locally through the Joint Board of Teacher Unions, the Joint Legislative Conference of Teachers and Principals, the Superintendent's Advisory Council, and the Lawyers' Conference. With school groups nationally through the American Federation of Teachers.

With labor groups through the Chicago Federation of Labor, the Illinois State Federation of Labor and the American Federation of Labor. The only woman member of the Executive Board of the Chicago Federation of Labor is one of our members.

With women's groups through the Cook County and Illinois Federation of Women's Clubs, the Woman's Trade Union League, and other prominent civic groups which seek our information and advice.

Action:

Presentation of the teacher's point of view in all civic conferences on the financial situation.

Direct appeal to State Legislature and Committee of National Congress for financial relief.

Appearances in Springfield on school bills. Appeal to the Reconstruction Finance Corporation for financial relief.

Effective information on the economic catastrophe in education presented in the face of almost insuperable obstacles of deliberate misrepresentation.

Assistance in maintaining educational standards in other cities such as appeal to Decatur Schoolboard not to drop fourth year of high schools.

Successful resistance for a year and a half against the concerted drive to curtail educational opportunity, cripple educational services, starve out teachers, and beat down the spirit and morale of American education.

Vigorous opposition to all attempts to make the schools pay for the mistakes in judgment and common sense of the financial wizards.

Join now, and help restore public schools to Chicago!

Chicago has not had tax-supported public schools since April, 1931!

Pay Days for Chicago Teachers

Month of Service	Date Paid	Medium Used
May, 1931	July, 1931	Scrip or Warrants, Aug. 6, 1932*
June, 1931	July, 1931	Scrip or Warrants, Aug. 6, 1932
July { Summer }	September, 1931	Scrip or Warrants, Aug. 15, 1932
Aug. { School }	September, 1931	Scrip or Warrants, Aug. 15, 1932
Sept., 1931	October 30, 1931	Cash
Oct., 1931	{ 1st ½, December 22, 1931 }	Cash
	{ 2nd ½, January 27, 1932 }	
Nov., 1931	{ 1st ½, February 29, 1932 }	Cash
	{ 2nd ½, March 25, 1932 }	
Dec., 1931	March 1, 1932	Tax Warrants**
Jan., 1932	{ 1st ½, April 5, 1932 }	Cash
	{ 2nd ½, April 8, 1932 }	
Feb., 1932	{ 1st ½, April 21, 1932 }	Cash
	{ 2nd ½, May 9, 1932 }	
March, 1932	{ 1st ½, June 25, 1932 }	Cash
	{ 2nd ½, August 6, 1932 }	
April, 1932	{ 1st ½, October 11, 1932 }	Cash
	{ 2nd ½, No	Nothing
May, 1932	No	Nothing
June, 1932	No	Nothing
Sept., 1932	No	Nothing
Oct., 1932	No	Nothing

*Scrip was first offered by the Board of Education in July, 1931, and was accepted by those teachers who needed cash most desperately. Some of these teachers sold scrip for as low as 63—in other words, they were forced to take a 37% cut in salary.

In September, 1931, the issuance of scrip was halted by injunction. On April 25, 1932, "mutilated" checks were issued for the month of May, 1931, to those teachers who had received no payment of any kind. These checks were exchangeable for tax anticipation warrants. Teachers who had taken scrip for the entire month could also exchange it for tax warrants. Teachers who had taken a portion of their May salary in scrip received no "mutilated" checks until Aug. 6, 1932, when tax warrants were made available for these months.

**Tax warrants were not issued directly to teachers. "Mutilated" checks were distributed when the pay-roll was signed—that is, the December, 1931, salary was paid on March 1, 1932, by means of a "mutilated" check. These "mutilated" checks were exchangeable only for 1931 tax anticipation warrants in multiples of \$50. Many teachers could not find an outlet for warrants and therefore did not accept them. Market price for 1931 tax anticipation warrants was 81, but many teachers were forced to take lower prices in order to get cash.

Summary

In eighteen months—since May 1, 1931—six and one-half months have been paid in cash, and three regular months and two months' summer school salaries have been paid in paper. For four and one-half months, the TEACHERS OF CHICAGO HAVE NOT BEEN PAID.

DOROTHY WEIL, President.

Grand Forks, N. D., Local 205

Grand Forks Teachers' Federation, Local 205, on October 5 was fortunate in having Mrs. Florence Curtis Hanson as the guest speaker at the largest general dinner meeting that has been sponsored by this group. Her thoughtful and carefully prepared address gave many of us not only much to think about but a renewal of our faith and an enthusiasm for the fundamental ideals of the Federation.

The meeting and the address obtained first page attention in the local daily paper, "The Herald." A few days later, however, an editorial apology (?) appeared under the title "No Attack on Education," in what appeared to be an unwarranted attack on Mrs. Hanson's speech. We who have watched the activities of the North Dakota Taxpayers' Association know there are members of this group who would not willingly cripple the schools of the state. The leadership of this group, made up as it is of large taxpayers both in and out of the state, have, however, ruthlessly disregarded the welfare of the schools and of the children of North Dakota in their drastic slashing of school revenues through the nefarious tax reduction measure of last June. Conspiracy or no conspiracy, the results have been the same. The tax burden is being shifted from the shoulders of those best able to pay, and at the expense of education in North Dakota. Schools are being closed, departments are being eliminated, classes are being crowded beyond the point where effective work is possible, teachers are being dismissed and wages reduced below the levels of decent living.

Can any thinking person believe that this is "No Attack on Education"?

Mrs. Hanson advocates not only opposition to the activities of associations of large taxpayers but effective resistance to these activities through active alliance with labor. It is here the rub comes. Her talk was a clear call to save the schools for the children of the country by what appears to be the only effective means.

New York Local 5

On Thursday, October 6, and Saturday, October 8, 5:45 p. m., Dr. Lefkowitz spoke over WABC, Columbia National Broadcast, on the present threat to public education.

The New York Times of Sunday, October 9, reported the broadcast as follows:

WARNS OF REDUCING TEACHERS' SALARIES

Lefkowitz in Radio Appeal Holds Pay Cuts Undermine Education Standards.

DEMANDS 'CULTURAL' WAGE

Profession Today Needs Persons of
"Unusual Mental Calibre,"
He Declares.

The maintenance of educational standards as represented by the type of teacher who can be attracted to the profession only by the assurance of a cultural wage was emphasized yesterday in the third radio appeal of the teachers to the public for support in their efforts to protect their salaries against proposed reductions.

Dr. Abraham Lefkowitz, legislative representative of the Teachers Union, sponsor of the broadcast over WABC with the Teachers Welfare League and the Kindergarten-6B Teachers Association, held that educationally the proposal to decrease salaries was contrary to sound public policy.

"For years," he said, "educational leaders have striven to attract to the teaching profession the highest type of men and women. With the increasing complexity of our industrial civilization, with the increase in truancy, delinquency and child maladjustment, with the low moral tone of our public life, more and more our schools must secure and retain men and women of unusual mental calibre, men and women capable of coping with the difficult problems facing our new urban civilization.

The Educational "Trinity"

"Today more than ever before, the schools need teachers of greater ability, wider culture, greater sympathy and understanding and of broader tolerance. The type of teacher the times demand can only be attracted and retained by maintaining our present salaries, pensions and tenure rights. Any attempt to weaken this educational trinity means the undermining of our educational standards.

"Yet this critical time is selected by shortsighted persons for the reduction of teachers' salaries.

"The depression has driven thousands of children and adults back to school. Educational costs of necessity must increase but they should be regarded as a social investment rather than as expenditures. In the last analysis people will secure just as good schools and teachers as they are willing to pay for."

Dr. Lefkowitz recounted the efforts of the teachers to establish an adequate income by legislation, and said, since 1929, "for the first time in history," the teachers were enjoying what other workers and business men had had for twenty-five years. He continued:

"Before teachers could enjoy their restored purchasing power for any appreciable time, the depression hit the world. Who are the first to be attacked? Speculators, war profiteers or bankers? No. The attack is made upon the very group which suffered most when every other group was capitalizing the period of prosperity. We teachers who train the men responsible for the nation's wealth and increased output should enjoy it equally with others who create it.

Examples Must Be Set

"Unlike other workers, teachers are men and women of culture who are expected, by their employers and the community, to maintain a certain standard of life, since they set examples for the younger generation.

"It is a well-recognized principle of taxation that the tax burden should be borne by those who have the wealth; that is, it should be based upon ability to pay. Hence taxes should be graded, as they are in the income tax. According to the proposals sub-

mitted to the teachers, an equal per cent is to be deducted from all teachers' salaries.

"This means that a teacher earning \$1,608 would pay the same rate as the Mayor, who could pay 25 per cent and still have more than he had received before the surreptitious increases were engineered. While the Mayor's act is praiseworthy, there is a difference when the Mayor surrenders a standard of living he never enjoyed though legally entitled to, and in teachers surrendering standards enjoyed for years, because the latter necessitates not only a violation of legal contractual obligations but the breaking of agreements with landlords, colleges, relief organizations and the like."

San Francisco Local 215

President's Report

At the close of the year's activities, we can look back to the visits of Mrs. Florence Curtis Hanson as having been the high lights of the year. I am sure that all members were inspired by her visits, and non-members who heard her were given a clearer vision of the mission of the teachers union.

During the year we have had an encouraging growth in membership, a goodly group of administrators and supervisors having joined our ranks.

An encouraging movement in our midst is the formation of an elementary teachers union in San Francisco, Local 241. This local was organized during the past month and its small beginning augurs well for the future.

The tangible achievements of our unions this year were:

(1) The unanimous approval of the resolution by the Labor Council relative to the maintenance of the teachers salary schedule.

(2) A recent resolution of the council opposing the lessening of State Board requirements for High School graduation.

One of the most favorable signs connected with our cause is a new willingness to cooperate with Labor and other City employees shown in the Unemployment Relief Proposal adopted for the coming year. The usual smugly complacent individualism has given place to a realization of the absolute necessity of working and co-operating whole-heartedly with other groups of workmen. Our favorable situation here in San Francisco is due to the breakdown of selfish individual action, and the growth of the idea that we need united action with our fellow workers in other fields. This statement is true whether the teachers will admit it or not.

The importance and power of the Teachers Unions in San Francisco is far out of proportion to the number of members.

The forceful backing of our labor allies has given us a standing which makes our group one to be reckoned with. Our members are influential in other teacher organizations. The leaders in the Principals Association, High School Teachers Association and other teacher organizations are also members of one or another of the unions.

Referring to ancient history, the majority of the old Consolidated Salary Committee which aided in securing our present status were and are members of the union. Of the five members elected to the Executive Committee on Unemployment Relief two are members of Local 61 and one a member of Local 215. This is not said in the sense of boasting, but is merely a statement of the faith that is in us and a reason for our hope and confidence in the future.

Another favorable sign is the new will-

ingness of all associations to form a council composed of the presidents and appointed delegates from each association to consider needs of the entire department. Two meetings have already been held. The plan calls for continuance of these meetings each month to secure united support in securing proper backing for the schools.

The needs of our Local for the coming year:

I. Continued professional study as of the past year.

II. Frequent executive meetings with Locals 61 and 241.

(a) To consider matters for submission to the Labor Council through our six delegates.

(b) To discuss matters to be presented to the Board of Education or to be recommended to the State Legislature.

III. A planned program for our year's activities.

Many of our problems this year have come to us unanticipated. We hope that we have solved some of these in a satisfactory way.

The adoption of a well planned program for the year will be for the benefit of our organization. A very serious situation confronts the teachers of the United States. If we here in San Francisco can meet this condition in a wise and intelligent way our local school system will not take the backward steps that some communities are taking, but only by united activity of our group with other groups can we maintain our standing.

I wish to express my appreciation to the members for their whole-hearted support during the past two years and request for the newly elected officers the same cooperation.

C. A. SIMONDS.

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To all Teachers:

Salary schedules for 1930-1931 and 1932-1933:	1930-1931	1932-1933
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What withdrawal of sick leave, pay for holidays, etc., has been made?

How much has the teacher load (pupils per teacher or number of classes) been increased?.....

What, if any, courses have been removed from the curriculum?

Has there been any attack on pensions?.....

What further cuts are threatened?.....

Are any of the past or proposed cuts the result of the activities of extra-legal committees of prominent citizens?.....

Do these committees include prominent bankers?.....Educators?.....Labor Leaders?.....

Have the teachers been paid regularly the past year?.....

Have the teachers been forced to take any depreciated paper as part or full payment of their salaries?

Have there been for any purpose forced "voluntary" contributions that do not show in the salary cuts?

Realizing that it is not always possible to give complete information through a questionnaire we should appreciate a letter giving additional information. All communications will be regarded as confidential unless explicit permission is given to quote from or print them.

We shall be glad to give you any complete data which we receive from these questionnaires.

AMERICAN FEDERATION OF TEACHERS
506 S. WABASH AVE., CHICAGO, ILL.

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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