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AMERICAN TEACHER

IN THIS ISSUE

James C. Adell

Dr. Henry Harap

Edward Emory Hill

Dr. Abraham Lefkowitz

Charles B. Stillman

Dr. C. E. A. Winslow



APRIL, 1934

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ORGAN OF THE AMERICAN FEDERATION OF TEACHERS

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AMERICAN FEDERATION OF TEACHERS

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THE AMERICAN TEACHER

VOL. XVIII

APRIL, 1934

No. 4

Educational Recovery

DOES Congress have billions for bankers but not one cent for education? Does Congress have billions for battleships but not one penny for the training of the youth of our land? Does Congress have billions for this and billions for that and billions for every combination of letters except the letters that spell EDUCATION? Has the richest country in the world no money to perpetuate American democratic ideals through the schools? Are our future citizens to be deprived of the fundamental American right of a free and adequate education? Are thousands of closed schools and a million children deprived of their American heritage a fighting challenge to the patriotic instincts of every liberty loving citizen in our democracy? Will every organization of red-blooded Americans fight and fight hard to protect and defend the helpless and defenseless children of our land?

Must the meek and lowly classroom teachers stand idly by while the foremost American institution, free public schools, is strangled to death for lack of funds? Must the army of long suffering, patient, underpaid, and not paid defenders of education remain helplessly disorganized for the lack of an inspired leadership?

Is there not some remedy which will aid all of America's children? Some remedy which will open the thousand closed school houses and prevent the closing of still other thousands? Some remedy which will restore the American heritage to a million boys and girls and insure adequate schooling to other millions of the future leaders of our democracy? Some remedy which will help every community whether city or rural? Some remedy which is so practical that it will have the instantaneous support of all the defenders of education from coast to coast and from the Great Lakes to the Gulf of Mexico?

Such a remedy is to be found in Federal Aid. The Federal government must take a hand in meeting this emergency. The parents and teachers of the entire country, the organizations interested in defending the rights of children, and every true patriot who cherishes the American ideal of equal educational opportunity for all must rise en masse in support of Federal Aid for EDUCATIONAL RECOVERY.

Federal Aid to the schools will mean a redistribution of the national income which will help every child in the country and will represent the widest expenditure of funds thus far made by our Federal Government. This redistribution of national wealth will not be a burden to the average citizen as the funds are to be raised by increasing inheritance taxes and income taxes in the higher brackets—affecting the group composed largely of the un-Americans who have been defrauding the Government.

The children did not cause the depression. They did not pick out economically unfortunate parents. They have no choice in the matter of what state or school district they happen to live in—whether in a poor rural

district or under an urban government on the verge of financial collapse. The children still have the basic American right to an adequate education in the wealthiest country in the world—and it still can well afford to educate its children.

Our schools are running a deadly parallel to the man who gradually trained his horse to go without food and just as he succeeded in getting the horse to go without food entirely the horse died.

There are two big reasons why the schools are in the present condition. (1) There is a small but politically powerful group of un-Americans who are not content with cheating the Government and pillaging and robbing the common people but they insist on depriving American children of the right to an adequate education on the grounds that this country can not afford to educate its children. (2) *All teachers are not in one politically active organization to defend the schools and to perpetuate American democratic ideals.* If all teachers were so organized, there would not be one closed school in any state.

Just now the Congress is against Federal Aid to schools by an overwhelming majority. The politically powerful un-Americans have done their work well. These un-Americans have gotten billions for bankers and billions for battleships but they protest that this country is too poor to give the children an education. Furthermore they have indoctrinated a few of our otherwise intelligent educators with the fear that with Federal Aid in this crisis, the schools will be ruined by Federal control. But if the teachers and parents can everlastingly whip these un-Americans in one fight, they will do it as often as is necessary. We have not been able to find one class-room teacher who does not pray for Federal fodder for the horse. But what must be done besides pray?

We must all unite for EDUCATIONAL RECOVERY. Our enemies will seek to divide our forces so that they can easily defeat us. Indeed this strategy is so uniformly successful that we must be constantly on our guard. The only chance which we have is to fight shoulder to shoulder for that which will help the children in every school district most.

In the President's recent radio address, he said that Congress was responsive to the will of the people. This is true.

Every school district in the land should "be in hot pursuit" of its Senators and Congressmen to secure EDUCATIONAL RECOVERY. The onslaught on Congress and the President should be without parallel in the history of our country.

Every letter, every postcard, every telegram will urge the passage of Federal Aid for EDUCATIONAL RECOVERY. You and all of the friends of America's children will work and be thrilled as you HELP LOAD UP THE TRAIN to restore America's ideal of equal educational opportunity for all.

JAMES C. ADELL.

Save Our Schools

Edward Emory Hill

"Religion, Morality and Knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

—Ordinance of 1787.

"Above all things I hope the education of the common people will be attended to."

—George Washington.

"I view education as the most important subject which we as a people can engage in."

—Abraham Lincoln.

"Education for the children of all the people extending from the primary grades through the university constitutes America's noblest contribution to civilization."

—Calvin Coolidge.

INSPIRED with the idea and spirit of these great leaders, the American people have gone on to build up a public school system such as no other great nation of the world has ever equaled and in which it has justly taken great pride. As social conditions have changed and knowledge has increased the scope of free public education has been enlarged from the curriculum of the three R's with which it started to include many subjects and activities that seemed necessary to meet advancing social needs. Kindergartens, high schools, junior and senior, and colleges, schools for the deaf, the blind, and crippled children, parental schools, continuation schools, and evening schools, have gradually found their way into our public school program, affording opportunity for development to boys and girls and even to adults of all classes.

Shall this great institution built up at large cost and sacrifice on the part of generations that have passed on and our own generation, which has meant so much to real democracy and our progress as a nation, which has served to enrich the lives of millions of people who without it would have been condemned to a narrow existence of ignorance, inefficiency, and poverty, be destroyed now or strangled to a point where it will be looked upon as a pauper institution to be used only by the children of the very poor? This is the most vital question before the American people today. Other social problems commanding public attention, serious as they are, dwindle in importance except as they are related to this bigger question, how can we save our public schools?

Struggle for Public Education

For the fact must be recognized that the growth of this great institution has not gone on without struggle. It has had to encounter and overcome fierce opposition from many quarters: business interests concerned primarily with profits and dividends whose first thought is to keep taxes down, many who have no children to send to the public schools or who prefer to send them, if they have means, to what they consider as more exclusive institutions; careless, ignorant, and selfish parents who think little of their children's future welfare or wish to

exploit them as assets to increase the family income; some religious organizations which hold that education is the work of the church and not a state function; and apostles to the doctrine of "rugged individualism" who view with suspicion the education of all children at public expense as a dangerous trend toward socialism.

All of these opponents of our system of free public education are now marshalling their forces in a determined drive against this fortress of democracy, the free public school, and are making their attack under the smoke-screen of "economy." The depression of the last four years has given them the opportunity that they have been waiting for. They are holding up before the eyes of the over-burdened taxpayer the enormous increase in the cost of education. They are focusing attention upon what they are pleased to call "fads and frills" that have crept into the school program and they are dreadfully shocked at the wasteful and corrupt expenditure of public money by grafting school boards.

Some of these indictments have enough of truth in them to make a plausible appeal even to friends of the public school. It is quite possible that some educational leaders have been a little over enthusiastic sometimes in promoting pet notions and practices, the worth of which would hardly justify the expenditure, but is it not true that all progress is the outcome of experimentation? Where is there a wide-awake industrial enterprise that does not experiment? There is no doubt about the wasteful and corrupt expenditures on the part of some school boards chosen, as they are many times, through political methods, not because of any fitness to serve the cause of education, but because they may be useful to certain business interests or a party machine. Nor can it be overlooked that the mounting cost of education has become a serious burden upon the honest taxpayer, paid as it is almost entirely by local taxation. Influenced by such arguments as these, many friends of the public school have joined the ranks of its enemies in the clamor for drastic reductions in school expenditures.

Federal and State Aid

As a consequence of this determined attack upon the public school by its old time enemies supported by former adherents made bitter by unfair and growing tax bills, our public school system throughout the country is facing today the most critical situation of its existence. Thousands of schools are closed entirely and thousands of others are running on part time only. Where they are managing to survive many teachers have been dismissed and the salaries of those who have been retained greatly reduced and in some places not paid at all. The consequent overcrowding in buildings and rooms, the increased burden upon teachers in lengthened hours and larger classes, and a drastic curtailment of school equipment has well nigh paralyzed effective instruction in many of our schools. We come back, then, to the question; assuming that a large majority of our people still favor this great American ideal as expressed by Washington, Lincoln, and Coolidge, and even earlier by Jefferson and the other framers of that immortal document, the Ordinance of 1787, that "education is

the most important subject which we as a people can engage in," how can we save our public schools?

As has been stated already, the burden for the support of popular education has been imposed almost entirely upon local communities. With the growing demands upon the schools calling for a correspondingly larger outlay, this burden in many communities has become almost too great to bear. Is it not time then that our national and state governments should recognize more fully their responsibilities in this field, that the education of American citizens is a matter of national and state concern even more than of local importance and that they should stand their fair shares of the financial costs?

Our national government has partially recognized this obligation in land grants for schools and colleges, in donations for the encouragement of specified studies, and in the establishment of a bureau of education for collecting and disseminating information about courses of study and educational theory and practice, and some states have made small contributions to local districts from what is called a distributive fund raised by a general state tax; but their contributions are mere pittance compared with the sums that must be raised by local governments for this great enterprise.

There are a number of good reasons why the Federal government especially should come to the aid of the public schools at this time: first, because the universal education of its citizens is a matter of national concern even more than of local consequence; second, because the Federal government has powers for raising money denied to local governments, and in the exercise of these powers has drained local communities of much income that might otherwise be used for local purposes and third, because such action on the part of the Federal government would be in line with the announced policies of the administration to get workers back on the job.

Unemployed Teachers

Many thousands of teachers and school administrators prepared for their work at great public expense are out of their jobs today to the great detriment not only to themselves but to the cause of education and the general social welfare. Is it not just as important to restore these workers to their special field of usefulness as to employ men at great expense to reconstruct forests and to build roads, as valuable as those projects may be? The products of the labor of teachers and other social workers are not tangible, it is true; they cannot be measured in dollars and cents, but man does not live by bread alone; he wants health, knowledge, education, culture, and inspiration. Social economy and a return to prosperity demand not only that people shall get to work, but that they shall get to work producing those things that are most worth while to society according to their respective abilities. It is a great loss to society for a possible Edison to spend his life as an average mechanic or an embryonic Melba to settle down as a singer in a country church choir. It is a like waste when thousands of men and women of high ability and character who have spent years preparing for the teaching profession are forced, in order to make a living, to become stenographers, clerks, mechanics, and even to enter the fields of unskilled labor, thus displacing thousands of people in occupations which do not demand so much in the way of preparation, ability, and character, while, in the meantime, our schools are going to rack and ruin and millions of young Americans are being

cheated out of their American birthright, a proper education.

There was a long period of time when the efforts of man had to be devoted very largely to the production of those material goods that supplied his physical wants, such as food, clothing, and shelter, but with the coming of machinery and the harnessing of nature's energies, that time is past. It is possible now and seems almost necessary that a constantly increasing number of workers should find outlets for their services in occupations not connected directly with the production of material goods.

Teacher Oversupply

The propaganda started by the enemies of our public school system that there is now an oversupply of teachers is without any substantial foundation. True, as has been said already, there are thousands of teachers, good, bad, and indifferent, without employment today, but if there is any other occupation about which a similar statement could not now be made, there are some eight millions of people in the United States who would like to know what it is. The fact is there is not now and never has been too many competent teachers. In normal times the lure of business and of the other professions has been such a constant drain on promising material in the educational field that boards of education all over the country have been forced to raise salaries from time to time to attract and hold a sufficient supply of teachers and supervising officers who measured up to standards set by themselves and state statutes. If the number of pupils in classes and school rooms in our public schools were reduced to a size that could be efficiently and economically handled, to a size that private schools are always holding up to their patrons as most desirable so that their children can get the necessary personal attention, there would be no seeming surplus of teachers, but a serious shortage.

If the thousands and thousands of teachers who have been separated from their jobs in the name of "economy" were put back to work, they in turn could give work to thousands of others with whom they are competing now for a chance to make a living. The re-establishment of the schools would also give employment to many thousands of other workers who were engaged in furnishing text-books and other school supplies and in providing school buildings and their equipment.

Aid from the Federal government should be supplemented, also, by larger appropriations by the states. Over a large part of the United States the public school system has been developed largely through what is known as school districts. Each state is divided into several hundred such districts. These districts differ widely in size, population, and wealth. In Illinois, for example, there is one school district that has only three children of school age living within it while the Chicago school district has an enrollment of nearly half a million in its schools. There is also an overlapping of high school and elementary school districts with different administrative officials. There are districts with much wealth and few children and other districts with many children and little wealth. If the children of all of these districts are to have anything like an equal chance for education, the state as a whole must come to the rescue.

Reorganization of School System

Along with Federal and State aid should come also an overhauling of the organization and administration of

our school system. The school district system, as useful as it was in the past in promoting not only educational but political progress, has come to be a wasteful and inefficient way of carrying on our schools. Under it the direct control and management of the school or schools in a district is left to a trustee or a board of trustees. This trustee or board is restricted only by general state laws and a state superintendent or commissioner and county commissioners with limited powers. He has charge of the financial affairs of the district, makes contracts for school supplies and repairs to buildings and grounds, hires teachers and other school employees. He can even dictate as to courses of study, methods of instruction, and text-books to be used. This trustee or board is usually elected by the voters of the district, but in some cities he is appointed by the chief executive of the city. In the smaller districts the trustee or board is likely to reflect the character and desires of a majority of the voters of the district. If the majority of the voters are intelligent and really interested in the welfare of the schools, the trustee selected by them is likely to be a rather high type of man or woman, honest, capable, and with a sincere desire to promote educational interests. If, however, the majority of the voters of the district or its influential citizens are not interested in public education and are only anxious to get by state requirements with as little expense to the taxpayers of the district as possible, the trustee will reflect their attitude and school interests will suffer.

School Boards

In the larger school districts whether the trustees are elected or appointed, they are apt to be only the henchmen of powerful business interests or political machines without knowledge of or interest in educational matters, but bent upon serving the purposes of their masters and at the same time fattening their own pocket-books. The statement is attributed to a former mayor of one of our great cities that he had hardly been elected to his office when a committee representing a group of distinguished business men presented him with a list of the names of persons whom they wished him to appoint as

members of the school board. The altruism of these gentlemen is somewhat open to suspicion since it is known that they had profited greatly through their financial dealings with former boards. In this same city a member of the board, a prominent lawyer and an attorney for a large railway corporation with extensive property interests in the city, once rose in a board meeting and solemnly objected in behalf of his client to an appropriation of money for a very desirable educational project, and another member, a prominent business man, in discussing the desirability of cutting teachers' salaries then ranging from two dollars to four dollars a day, stated with a good deal of indignation that he could not see any reason for paying teachers so much when he could get all the clerks he wanted in his store for three dollars a week.

Two things then are essential for the salvation of our public schools: first, that the Federal and state governments shall assume their fair share of the financial burden of education and second, that there shall be a reorganization of school districts and a greater centralization of control under competent officials that shall enable the schools to function more economically and efficiently.

Under the Federal constitution, the matter of education is left exclusively to the several states. Each state can set up such educational system as it pleases or none at all. While the Federal government can aid education and greatly influence its trend, any centralization of authority must be within the state. It is for the state, then, to wrest responsibility for the management of the schools from the claws of selfish business and political interests and place it in the hands of honest, intelligent, and capable officials who have qualified themselves to handle school problems and have a real interest in educational advancement.

"Education for the children of all the people from the primary grades through the university constitutes America's greatest and noblest contribution to civilization"—to use again the words of a former president. It is the corner stone of our temple of democracy. If this corner stone crumbles, the temple falls. Let us SAVE OUR SCHOOLS.

Why State Aid Is Necessary

Dr. Abraham Lefkowitz

SINCE the depression has hit city, state, and nation, economy programs are being advocated in every section of the Country. A few of these programs are the product of persons with vision as well as economic understanding because they embody the idea that constructive expansion may be necessary, and that mere blind budget cutting may prove not only uneconomic but socially dangerous.

Those who, in their despair, strike indiscriminately at budgetary items without considering the more remote as well as the immediate consequences of their actions, are advocating, among other things, the curtailment of State Aid for educational purposes. If they succeed in their efforts they will have deprived thousands of helpless children of their fullest educational heritage.

Why did the State embark upon a genuine program of State Aid after 1920? *First*, to equalize tax burdens; *second*, to relieve cities of the burdens of taxation; *last*

and most important, to equalize educational opportunities for children in the rural and poorer sections of the State by taxing the localities where wealth is abundant. Hence New York City is taxed to give better educational opportunities to children in localities which haven't enough taxable wealth to give the schooling to which their children and all citizens of our state are really entitled. As every community has been hard hit financially by the depression, to deprive them of State Aid at this critical time, would be disastrous. Such a policy would necessitate one of two things: (a) a serious curtailment of educational opportunity; or (b) an increase in the property tax which is already bearing, except for public utilities and certain large realty holdings, more than its share of the public tax burden. In New York real property which constitutes about one-third of the wealth of the State is now bearing about 70% of the tax burden of the State. Since local communities

can hardly find other adequate sources of taxation than real estate, it is necessary for the State to use its broad tax powers to tap so-called "hidden wealth."

Citizens who are interested in lower taxes—and who isn't—must bear in mind that *not a penny of State Aid comes from taxes on real estate because the State does not levy any real estate tax* since that is left exclusively to the various localities within the State. Where, then, does the State get the money which it distributes to cities, towns and villages? It secures the money from the following taxes: franchises, corporations, incomes, inheritances, estates, motor vehicles, gasoline, mortgages, stock transfers, etc.

How is State Aid to less fortunate localities used? It is spent upon the various phases of local education and, to the extent of State Aid, is used to lighten considerably the burden so largely borne by local real estate. Such an expenditure by the State means better schools, better educational opportunities for children and adults, and better qualified teachers for poorer rural sections, *with little additional cost to them.*

If State Aid is not increased or even if it is decreased or remains stationary, what may happen? For every dollar of State Aid withheld because of a wrong concept of "economy," the local governments will have to curtail—often somewhat severely—the schooling of rural youngsters, or else have to pay for the cost of education by additional taxes, in some cases unduly heavy ones, upon real estate. Hence, each locality must insist not only upon the maintenance of present State Aid but also upon increasing it.

If children of rural communities are to have equal educational opportunity with the children of our larger cities with a minimum of state control; if rural real estate is to have its burdens lightened; if undue concentration of wealth should be made to bear its share of the tax burdens wherever that wealth happens to be, then we must not only maintain State Aid but increase it. Since not a cent of this money will come from real estate, since two-thirds of it will be raised from wealth wherever it is concentrated, we urge public spirited citizens and legislative representatives to do all within their power to strengthen State Aid and thus give all the

children of the State—not merely the favored ones—the educational opportunities to which they are fully entitled.

Education is the best social investment. Any attempt upon the part of the bankers to liquidate education as they liquidated business, means a liquidation of social intelligence. Upholders of public education should rally to the defense of State Aid and help equalize educational opportunities. Shall the cry of our youth go unheeded?

If this cry is not heeded what will happen? The existence of our public school system will be impaired if not seriously endangered. The ill-advised economy of reduction in State Aid will mean overloaded classes, the shortening of the school year, the interruption of extra curricular activities, the curtailment of necessary educational facilities, the lowering of teaching standards, and a serious curtailment of educational opportunity.

Ray Lyman Wilbur, speaking at the dedication of the Education Building in Harrisburg, Pa., November, 1931, said: "No mistake could be greater than to cut down the resources for the training of youth. This is just the time when new things should be undertaken. . . . The present depression is like a forest fire which kills many trees and sears all. In some the scars are so deep that no future growth can cover them." Alfred E. Smith in the New York "World-Telegram" said that there must be "no curtailment of educational facilities."

. . . A State can afford to lose time on the construction of a road, a bridge or a building, and by speeding up construction at a later time, possibly catch up, but education must be continuous. Time lost in preparing children to take their places in the world cannot be made up. There are only certain years in which the great majority of them can attend school and during that period it is the solemn duty of every state to provide full and complete education. . . . At no time in our history was there greater need for the influence of education upon future citizens. It goes without saying that at this crucial period, it would be a great mistake to weaken the services of any of our educational institutions. They should be strengthened, no matter what the drain may be."

With these sentiments the teachers are in hearty accord.

The Nation Must Rescue Its Schools

Charles B. Stillman

IT is a grim paradox that the country which gave the world the conception of universal free public education should now lag far behind other depression-ridden countries in protecting its children from the loss of educational opportunities. The extent and the desperate character of the national school crisis the public is just beginning to realize. It is not confined to the few centers where it has been chiefly dramatized by the press. Throughout the country, in both rural and urban communities over large areas in widely scattered sections, schools have been closed completely, and few indeed are the sections where school terms have not been drastically shortened and facilities reduced below any reasonable minimum.

Admitting that schools are primarily a state and local responsibility, when states and localities have demonstrated their inability to cope with the situation, surely the nation as a nation cannot sit idly by and watch the

collapse of an essential line of defense of democratic institutions. And that at a time when the policies of the federal government depend, and will increasingly depend for their success, upon the intelligent comprehension and cooperation of the people! It is a situation that will not cure itself—a policy of drift will not do. No possible industrial recovery can alone save the schools this year and next. Returning prosperity cannot possibly be reflected in increased property valuations and tax returns in time to meet the present emergency.

Federal authorities have suggested that local banks should come to the rescue. Banks have failed to function as sources of credit for local public and social purposes even more conspicuously than for private commercial and industrial purposes. The latter failure is forcing the federal government into the banking business. The provision of credit for the maintenance of schools is surely as essential and legitimate an activity

of the federal government as furnishing credit to private enterprise.

It may be said that some government P. W. A. funds have been allocated for school buildings. Excellent! In any true sense, schools will be among the most productive building projects the P. W. A. has undertaken. But functioning schools consist primarily of pupils and teachers, and it would be a grotesque social philosophy which would approve the use of federal money to erect school buildings and condemn the extension of federal credit to man school buildings with teachers.

Some may say that the first consideration in government expenditures is the increase of purchasing power. On this level, also, federal aid to schools will be more effective than much of previous federal expenditures. Money for the tens of thousands of unpaid teachers who have carried on their own backs for months and years the burden of providing educational opportunities for children who would otherwise be on the streets, a burden that should have been shared by the whole community, money paid so that schools about to close may be kept open, and those closed may reopen, will go into immediate circulation in channels where it will be rapidly

turned over, and will not lodge in bank vaults where so much federal money has found repose.

It should be emphasized that in the main it is credit facilities that are needed to tide the schools over the remaining emergency, not outright grants. State and localities must make more vigorous efforts to meet their school revenue problems, and their citizens must be alert to see that they do not attempt to pass their proper responsibility on to the federal government. But after the states and localities have done their utmost, in many cases Washington must extend its credit if children are to remain in schools worthy of the name, or in school at all. And it would be extending its credit on bonds and public obligations that, to avoid invidious comparisons, would be among the best securities the R. F. C. has in its vaults.

There are bills now before Congress authorizing federal aid for schools in emergency situations. Congress and the administration should know whether the people, in the midst of their own distress, can still find energy and will to demand protection for the educational birthright of their children. Let me urge each of you, by individual letter and in every practicable manner, to let them know.

Shall the People Reclaim Radio?

Dr. Henry Harap

When Radio Belonged to the People

JUDGE IRA ROBINSON, former member of the Federal Radio Commission, describes the advent of radio in these inelegant but none the less graphic words: "Radio was born a crippled child, birthmarked by advertising and commercialism, and it behooves every one of us to get it out of that deformity."

The law which governed systematic general broadcasting at its inception was that of 1912 which was designed to meet the requirements of the use of wireless telegraphy for safety at sea. The Secretary of Commerce under this law had no power to reject applications for licenses, but according to a ruling of the Court of Appeals of the District of Columbia, the Secretary of Commerce did have power to assign a wave length to an applicant, which privilege the Department granted rather freely. Although there were only ninety available channels in the United States, the number of broadcasting stations increased to 578 in November, 1925. Mr. Hoover, then Secretary of Commerce, appealed to Congress for the enactment of appropriate legislation but disagreement among the two houses left radio in an anarchic condition. In the summer of 1926, WJAZ of Chicago usurped an exclusive Canadian channel on full time and was upheld by the courts. In the seven months following the decision of the court, two hundred stations edged their way into the overcrowded broadcast band. Other stations "jumped" to more desirable positions on the radio spectrum and increased their power at will. Then, finally, a compromise bill was enacted providing for the establishment of the Federal Radio Commission. Under the present law the Commission grants licenses, renewable every six months, and determines the amount of power and the amount of time on the air for each new station.

The Sponsor Appears on the Scene

The lack of foresight of governmental agencies and the vacillation of Congress gave commerce enough time to establish a vested interest which has grown enormously and from which entrenched position it is becoming increasingly difficult to shake it. In the beginning anyone with a few thousand dollars could set up a broadcasting station and experiment with this novel method of creating good will. The sole purpose of the five hundred watt station was to get the owner's name on the air as often as possible. About nine years ago stations operating on five hundred watts or more were not permitted to broadcast advertising. Later the stations were permitted to accept sponsored programs consisting generally of brief announcements for which they could not receive pay. Finally, all stations were given permission to accept paid advertisements.

In ten short years radio has developed into a big business. An hour on the blue network comprising eleven of the largest cities costs \$3,350; an hour on the red network of twenty cities costs \$4,890; and a national hook-up of forty-seven cities costs \$10,180. A quarter of an hour from the more important stations in New York costs about \$300. The rates may vary from a few dollars to a thousand dollars an hour for a high powered, cleared channel station. Rates depend upon the time, power employed, the marketing area covered, and the station's reputation for attracting an audience. A night time hour costs about twice as much as a daytime hour. The chain pays the local station for a sponsored program; and the local station pays the chain for sustaining features. Each network is estimated to cover 10,000,000 sets. Thirty-nine weeks a year in half-hour periods on the most extensive N. B. C. hook-up costs \$250,000. Talent at \$1,500 will cost \$60,000 more, mak-

ing a total cost of \$310,000. The actual costs for time only of six of the larger sponsors ranged from \$200,000 to \$430,000 per year. The average high-powered station occupying a cleared channel and broadcasting on an unlimited time schedule has a budget of about \$450,000 a year and the total annual budget of all the broadcasting stations amounts to \$75,000,000 a year.

Commercial and educational broadcasters alike complain bitterly against the exorbitant, monopolistic charges for telephone lines used in relaying broadcasts from distant points. The cost of a pick-up from Chicago to Evanston is \$300. Telephone lines from Columbus to Cincinnati cost the Ohio School of the Air \$6,000 per year, the charge being 30 cents a mile for the connection charges, plus \$300 a month for extra charges. A Cleveland station offered to relay the programs of the Ohio School of the Air without charge but was not willing to bear the telephone costs, the latter practically standing in the way of making an educational program available to several million listeners.

At this point it would be helpful to have a brief picture of the control of radio broadcasting in Europe. Radio advertising is prohibited in twelve countries. In seventeen other countries it is limited to from five to twenty minutes per day, and rarely is it allowed to interrupt a program. In only one country is broadcasting supported exclusively by advertising. The most common method of financing broadcasting is by the payment of a license fee by the listeners. In some countries the revenue from this source is supplemented by government appropriations, the sale of concessions to operating companies, voluntary contributions, and advertising fees. The European broadcaster is primarily interested in satisfying the listener. The American public spends \$444,000 directly to maintain the Federal Radio Commission and indirectly contributes \$75,000,000 to finance over 600 stations. The four million British listeners pay a license fee of ten shillings, yielding an annual revenue of 2,000,000 pounds.

The Sponsor Tells the Consumer What to Buy

The radio is the most powerful and the most extensive carrier of misinformation of consumption which human ingenuity has yet invented. It has revived the medicine show on a grand scale. Grafters and dispensers of hokum who have been barred from the mails and some newspapers have found their salvation in the small fifty or hundred watt stations. Immigrant communities and neighborhoods especially are a fertile field for the quack and the faker. The broadcaster hiding behind the cloak of a foreign language makes the gullible and unsuspecting foreigner his prey. The Department of Justice, the Post Office Department, and the Federal Trade Commission have been attacking fraudulent advertising but thus far they have been able to accomplish very little. The quack and the fly-by-night man are not the only offenders. The stuffed shirts and silk hats of commerce are making hay while the sun shines. This Bachanalina of Ballyhoo can't go on indefinitely. While the law still allows it, the makers of cigarettes, tooth pastes, antiseptics, patent medicines, yeasts, gasolines, and soaps are running riot.

The masses of people are swallowing the daily ethereal buncombe, hook, line, and sinker. Advertising patter becomes a part of their daily speech; theme songs a part of their vocal repertory. They are accumulating a new body of fears and superstitions. The selling

power of radio is enormous. At the end of five weeks of broadcasting over WTMJ, the George Ziegler Company of Milwaukee sold twenty-seven tons of *Betty Jane*, a new brand of box candy in the Middle West. Carson, Pirie, Scott and Company, Chicago manufacturers, bought three broadcasts on WMAQ announcing new *Bobolink* full-fashioned hosiery and sold 200,000 pairs in three weeks. About three years ago the University of Minnesota told the farmers over a commercial station how to prepare a product which was supplied at a higher cost by one of the backers of the station. The university was informed that it was prejudicial to the interests of the station.

The Sponsor Puts the University in Its Place

Among the most bitter critics of the *status quo* in American radio are the various educational organizations. They complain that commercial broadcasters are being favored at the expense of schools and colleges. They find it difficult to secure permission to operate during evening hours, on desirable wave lengths, with adequate power. Early in the career of WMAQ, the station sought the co-operation of the University of Chicago and Northwestern University in offering a series of lectures. From the classroom at Northwestern it broadcast for several years a popular series of lectures on contemporary thought at an early hour in the evening but when the station became commercial the course was dropped. The University of Arkansas broadcasting station shared a wave length equally with a commercial station in Little Rock. When the latter station applied for full time on this wave length the Federal Radio Commission not only gave the Little Rock privately-owned station three-fourths of the time but also allotted certain hours to the University which were totally unsuitable for educational purposes.

About a year ago WKBN, a commercial station located in Youngstown, Ohio, sharing time with WEOA operated by Ohio State University, decided that it must acquire more evening hours or operate at a loss. The University was reported to have a well organized program and more dependable state coverage. The examiner for the Federal Radio Commission very generously recommended that the State University surrender some of its evening hours to rescue the commercial station from financial distress. As a sop to the University the examiner threw in six Sunday hours which were useless for its purposes. It should be noted here that the granting of a broadcasting license is dependent on the ability of the broadcasting station to demonstrate that it is serving the *public interest, convenience and necessity*. This contest between a great university and a provincial broadcasting concern epitomizes the issue that underlies the whole problem of the control of broadcasting. Mr. James Rorty states that since the advent of the Federal Radio Commission in May, 1927, the number of educational institutions licensed to broadcast was reduced from 94 to 49. More recent data taken from the official lists published by the United States Department of Commerce show that stations operated by educational institutions and governmental units declined from 19.5% of the total to 9.4%. In the first six months of 1930 alone, 23 educational broadcasting stations were forced off the air. Out of a total of 440 units available at the present time only 23.16 units, or about 5% of the total, are allotted to educational stations. Of the forty stations allotted forty cleared channels, not a single public

agency is found on the list; of the 24 stations granted the maximum power of 50,000 watts, not a single governmental or educational agency is included.

Organized education through its official spokesmen particularly protest against the granting of cleared channels and increased power to those stations owned by or affiliated with the Radio Corporation of America which the federal courts found guilty of unlawful combination, conspiracy in restraint of trade, and of monopoly of tube sales. They point out that according to section 13 of the Radio Act of 1927 the Federal Radio Commission should have denied a license to these broadcasting stations. The apologists for the business interests among whom one finds the majority of the Federal Radio Commission allege that educational stations have voluntarily discontinued their broadcasting services. The representatives of education reply that the schools and colleges have been squeezed out; that they have been granted undesirable wave lengths; that they have been forced to reduce their allotment of time on the air; that they have been forced to comply with new mechanical apparatus before they could make the necessary budgetary adjustments; and that they have been forced to squander a disproportionate part of what little resources they had for legal expenses and unnecessary trips to Washington to attend hearings.

The objection of commercial broadcasters that educational programs lack showmanship does not get at fundamentals at all. It is a question whether educational programs should be theatrical in character. But, assuming that they should be, educational broadcasters should have that vast opportunity now held by commerce for the experimental development of effective programs. The tobacco mongers and halitosis hucksters have no right to dictate to the public agencies whether they shall be permitted to use a social possession in the interest of all the people. The basic issue is whether the listener shall continue to be at the mercy of the profiteer.

In order to protect the interests of broadcasting stations of land grant colleges, nine national educational organizations formed the National Committee on Education by Radio, which is waging a valiant battle against the entrenched commercial broadcasters. By the publication of bulletins and legislative vigilance it constitutes a powerful threat to the ruthless advance of private exploitation of a public possession. At the present time it is championing the Fess Bill which would reserve not less than 15% of the broadcasting facilities for the exclusive operation of educational agencies. It is my theory that the radio interests are opposing the Fess Bill simply because they do not wish the opposition to get into the habit of victory. With their backs against the wall they would cry surrender with a secret diabolical grin of satisfaction. The enactment of the Fess Bill would probably not affect the favored stations at all. The solution of the fundamental problems of radio would probably be postponed twenty-five years.

The Sponsor Becomes Censor

American radio has not only fallen into the lap of commerce but also is threatened by the domination of a monopoly. Before the recent voluntary projected dissolution of the Radio Corporation of America it was characterized by Dane Yorke as an octopus whose arms reached out to grasp every market which was related to radio, including vaudeville circuits, phonograph companies, motion picture organizations, not to mention the

telephone, electric power, electric apparatus, and broadcasting stations. Directly and indirectly the radio combination controlled four thousand patents affecting the radio. Of 430 broadcasting units, 68% are owned, operated by, or affiliated with the two major broadcasting systems. The National Broadcasting Company controls 43% of the facilities and the Columbia Broadcasting System controls 25% of the facilities. At the present time these two giants of the air influence the tastes and the thought of the mass of people in the most profoundly subtle ways.

Freedom of speech has been violated on several occasions. In March of 1932, Mr. William Z. Ripley, eminent and revered professor of economics at Harvard University, revealed that the National Broadcasting Company had refused the scheduled broadcasting of his speech before the National Association of Mutual Savings Banks unless parts of it were deleted. In this address Mr. Ripley sharply attacked the methods used to finance several leading utility companies and strongly urged the federal regulation of utility accounting as a protection for the investing public. Mr. James Rorty writing in *HARPERS* testifies from personal experience that censorship by commercial broadcasters is a fact. Mr. H. V. Kaltenborn, who has had a long and varied career as editorial commentator over the air, shows that, under present conditions of private control, freedom of the air is extremely difficult if not virtually impossible to attain.

Under any circumstances American broadcasting will have to develop principles governing radio censorship and the rights of free expression for minority groups. This issue was brought to a sharp focus in September, 1928, when the Federal Radio Commission reduced the power and limited the broadcasting facilities of WCFL, owned by the Chicago Federation of Labor. The station is labor's only outlet on the air. It began operating back in 1926 with an initial outlay of \$200,000 collected in small amounts from union members. Despite favorable reports by the chief examiner, the Federal Radio Commission has repeatedly denied the application of WCFL for a cleared channel on full time.

The Sponsor Gives the People What They Want

The present standard of radio as judged by casual listening and by careful records is undeniably low. Taste is an individual and subjective matter about which it is easy to be superior. In spite of this as judged by the elemental considerations of kind and quality of subject matter and artistic skill, radio programs, by and large, are below the quality which the collective listener would tolerate. In this respect, the radio does not differ from most privately owned and operated agencies of entertainment and communication. The middle class, especially, is penalized because, being the least gullible and being in the minority, it is most frequently ignored in the planning of programs. The sensationalism of the press, the cheap tawdriness of the cinema, and the vulgar banalities of the theater are overwhelming evidence of what to expect permanently of radio. However, in the latter, the basic instrumentality belongs to the people, and an orderly remedy is possible. Canada, despite the obtrusive propaganda of powerful American broadcasting interests, is demonstrating that the errors of commercialism can be corrected.

Daniel Starch studied the radio preferences of several million families. Although the data are not easy to

interpret accurately, there is fairly certain proof that there is a substantial demand for classical and semi-classical music. Both rank higher than comedy. Short talks on interesting subjects rank higher than athletic reports and plays. Grand opera ranks higher than comedy and drama. The most popular demand is for light orchestral and dance music. Two years ago, Mr. P. H. Patchin, assistant to the president of the Standard Oil Company of California, sponsors of a symphony hour, reported that his organization telephoned two thousand homes picked at random while the orchestra was on the air. Of this number, 726 were listening to the broadcast, of which 519 were listening to the orchestral music.

Contrast this with actual programs as found by some investigators. Charles Merz studied the programs of ten smaller stations and found that out of 294 hours, 77 hours were devoted to serious music while 189 hours were devoted to jazz. For ten larger stations he found that out of 357 hours the musical fare consisted of 42 hours of serious music and 259 hours of jazz. A survey under the direction of Commissioner Lafount made on February 1, 1931, showed that 17% of the radio time during one week was devoted to classical music. This does not mean very much because we do not know what the criteria of classical music were nor how much of the reported time was consumed in publicity.

Mr. B. H. Haggin writing in the *New Republic* maintains that British musical programs are incomparably finer than our own. The British Broadcasting Corporation presents an orderly procession of masterpieces, renders the works of living composers, and devotes some time to experimental compositions which are not commonly performed. It is not content to give the public merely what it likes; it also includes music a little better than it thinks it likes.

Shall the People Reclaim Radio?

We have seen that the danger of monopoly control, the limitation of the freedom of speech, the spread of misinformation, the decline of aesthetic standards, and the restriction of educational broadcasting have resulted from our present system of ownership and operation of radio facilities. The problem is acute and the postponement of the solution makes the possibilities of reform increasingly remote.

Several palliatives for the American ills have been suggested but none of these is entirely satisfactory because they fail to go to the root of the ailment—private ownership of a public convenience operated primarily for profit. The privately endowed station would provide a modicum of relief to the discriminating listener but would contribute practically nothing to the betterment of the present situation. The Fess Bill would do no more than to increase the present educational broadcasting facilities. The National Advisory Council on Radio in Education supplies a half-hour lecture per week which serves to give immense dignity and tone to the big business of broadcasting.

Various proposals have been made for the reconstruction or the abandonment of the present system of broadcasting. One naturally turns to European precedents for guidance. Very few national systems are identical in their administrative patterns. The three principal variables which account for the differences are ownership, physical operation, and production of pro-

grams. The most common practice abroad, found in seventeen countries, is government ownership with private operation. The government grants a concession to one or more companies which erect and operate stations and provide programs. In Great Britain, for example, a charter has been granted to the British Broadcasting Corporation, which receives about 65% of the income from license fees. The Postmaster General is the connecting official between the corporation and Parliament. The announcement of the sponsor of a program is permitted but no other form of advertising.

Seven European countries own and operate all stations and provide programs as well. In Finland the programs are produced by an organization whose stock is held by universities, civic organizations, and co-operative societies. Four representatives of the government and fifteen representatives of the stockholders constitute the managing committee, which in turn elects an executive committee of five. In Sweden, the production of programs is assigned to a private company under the supervision of the Ministries of Education and Commerce. The company receives one-third of the license fees and its profits are limited to six per cent.

As a solution to our own problem, the writer inclines toward the adoption, in modified form, of the Belgian system of operation. The administration of broadcasting is vested in the Belgian National Institute of Broadcasting, composed of one representative of the government and nine representatives of civic, educational, and religious organizations chosen to represent all political parties, unofficially. Two major stations are operated by the Institute, entirely free from advertising. Eleven smaller stations are permitted to operate independently but may not sell time to advertisers.

The major American stations should be owned by the federal government and operated by a small commission made up of representatives of intellectual, artistic, and civic societies that contribute in an expert way to the science and art of radio. Such a body would include those competent to speak for music, the drama, the humanities, public affairs, engineering, economics, and so on. A large advisory committee representing all interests which have a stake in radio could be set up, the members of which could have easy access to the commission for the purpose of guarding the interests of the groups which they represent. Smaller state and municipal broadcasting stations could be set up following the pattern of the federal units of broadcasting after a plan worked out by the commission and in consideration of the best technical adjustment. All stations should be financed by the payment of one listener's fee, the total income from fees being distributed among all broadcasting stations. All commissions, federal, state, or local, should be entirely free from political domination. The members of all commissions should be appointed by the respective organized artistic, scientific, and civic societies designated in the act of Congress.

The discontinuance of the present system of ownership could be accomplished by the simple expedient of denying a renewal of license to operating stations at the expiration of a six-months period, as provided in the Federal Radio Act of 1927. The transference of ownership from a financial point of view would seem to offer no serious obstacle. Representative Edwin L. Davis of Tennessee, chairman of the House Committee on Merchant Marine, Radio, and Fisheries, estimates that the combined investment of all stations in America includ-

ing equipment and apparatus amounts to only \$28,000,000. If this is true, an extra tax on listeners of one dollar for two successive years would be sufficient to reimburse the private owners of stations, should the United States government decide to conduct the people's radio for the people. Should the United States decide to buy the stations outright, it would require an appropriation slightly larger than the cost of one battleship. Should the proprietors of broadcasting stations point to the magnitude of their investment, they need only to be reminded that the investment of the listening public in receiving sets is at least twenty times as great as their investment in the hawking of merchandise.

Based on recent data there are probably over twelve million homes equipped with radio. This is only about half of the total automobiles registered in the United States. It is obvious, therefore, from an economic point of view, that the population is destined to double the present consumption of radios. I should not classify the radio as a luxury both from the viewpoint of the present buying habits of the people and from the point of view of the basic satisfactions it affords. As a means of mass communication, it ranks as an important supplement to the press. A potential body of over twenty million owners of receiving sets should have no difficulty in financing the finest programs at very little expense to the listener.

Ten-Point Program of Social Justice

American Federation of Labor

ATEN-POINT PROGRAM of social justice legislation, Federal and State, approved by the American Federation of Labor, has been made public by William Green, president of the Federation, in a statement explaining the proposed measures.

"The American Federation of Labor is committed to the furtherance of a legislative program which relates to and affects very vitally the economic and social interests of all classes of working people," the statement said.

"It comprehends legislative measures which deal with vital economic questions relating to wages, hours and conditions of employment for government workers as well as social justice legislation which relates to social interests of the wage earner and his family.

Labor Mobilized for Action

"The organizations of State Federations of Labor and City Central Labor Unions have been called upon to present to state legislatures the legislative proposals affecting the interests of Labor which can only be dealt with by State Legislation.

"The officers of the American Federation of Labor and its legislative representatives will specialize in the presentation of legislative measures to the Congress of the United States and in all efforts which are put forth to secure their enactment into law.

"The legislative measures which will be proposed in the different states cover the Child Labor Amendment to the Constitution, improved workmen's compensation laws, old age pensions, unemployment insurance, factory inspection and minimum wage legislation for women and minors.

"The legislative program which will be supported by Labor and which will be submitted to Congress for action deals with:

Amend Recovery Act

"1. Amendments to the National Recovery Act and particularly to Section 7-A, as experience has shown to be necessary in order to make real and vital the intent and purpose of the labor sections of the National Recovery Act.

"2. The restoration of the wages and salaries of Government employes, which were taken away from them through the imposition of the 15 per cent reduction.

"3. Legislation providing for a shorter work-day

and shorter work-week without reduction in pay for both private and public employes; this reduction in the number of hours worked per day and the number of days worked per week to be secured and applied as a remedy for unemployment, either through direct legislation or through the adoption of the shorter work-day and shorter work-week in the development and formulation of industrial codes of fair practice.

"4. The strengthening of immigration statutes, together with adequate enforcement of all immigration laws.

"5. Federal legislation for the protection of the nation's public schools and the payment of decent salaries and wages for public school teachers and officials.

"6. Cooperation with the states in the enactment of legislation providing for old age pensions, unemployment insurance, the abolition of child labor, and the minimum wage for women and minors. The purpose of Federal legislation on this subject is to stimulate state social justice legislation providing for unemployment insurance, old age pensions, the abolition of child labor, and the minimum wage laws for women and minors.

Protect Right to Organize

"7. Legislation providing for the licensing of corporations. This legislation is designed to protect wage earners in the exercise of their right to organize and in the establishment and maintenance of decent wage standards, hours of labor and working conditions.

"8. Enactment of an old age pension law for the District of Columbia.

"9. An amendment to the District of Columbia Workmen's Compensation Act providing for the establishment of the exclusive state insurance fund.

"10. Legislation which will provide for continuation of relief measures as represented by the Civil Works Administration, and the acceleration of the public building construction and public works program. This legislation is made necessary in order to overcome unemployment relief."

"The American Federation of Labor," Mr. Green concluded, "is committed to this legislative program and will concentrate its efforts during the winter both in State Legislatures and in the Congress of the United States to secure the enactment into law of the legislative measures included in this program."

Labor Speaks on Teachers and Unionism

Frank X. Martel, Secretary of Detroit Federation of Labor to the American Vocational Association.

AT THE invitation of your Committee on Arrangements, I come here this morning to discuss the future functions of public education in those adjustments now taking place in society. I welcome this opportunity to say a few things to you who are charged with the responsibility of vocational training.

I am not an authority in any sense on the art of teaching or the details of the various trades and occupations in which you are instructing the youth of the nation, but I would like very much, as one concerned with the future of this nation, to leave a new thought with you. Perhaps it is not one that will be popular, but a suggestion that unquestionably is entitled to your serious consideration.

Your job is to equip properly those who are placed in your charge so that they will become useful members of society. Heretofore this has been regarded entirely in the light of teaching the youth the art, mystery, and science of the trade or occupation in which they seem interested. And if you do a good job with the material in your hands, the finished product is a youngster who goes forth for the battle of life with a supreme confidence in his ability as a tradesman, and it takes several years of practical work in the field to take some of the conceit out of him. Then he is just another bricklayer, plasterer, or some other tradesman.

There is a real need, in my opinion, for those charged with the responsibility of equipping these youngsters, to see that they are educated not only how to do their work, but how to be properly compensated for it.

To assume that the educational system of the country fulfills its obligation to the student by merely teaching him to do his work correctly, is unfair to the student. It is equally important to prepare the student for the battle of life by equipping him with the proper knowledge of industry, and the struggle of the working people to establish and maintain satisfactory conditions of employment.

Your students should be the leaders in imparting to their fellow workers the necessity of organizing and dealing collectively on the matter of hours, wages, and working conditions.

They will be better equipped to do this if, while they are receiving technical knowledge of their trade, they are also instructed in the value of trade unionism and collective bargaining.

Perhaps my suggestion in this respect will receive no response in this gathering. Perhaps I would not have had the temerity to have made the suggestion a year ago to a gathering of this kind but in the light of the action of the United States Congress in passing the N. R. A. and the pronouncements of our wonderful President, Franklin Delano Roosevelt, on the advisability of organization for workers, coupled with the recent statement of National Administrator Hugh S. Johnson, that there can be no success for the N. R. A. without complete organization of Labor and industry, I feel that my suggestion at this time at least is in harmony with the present philosophy of the government and leaders of the nation.

The demoralized condition of our country which has

resulted in the creation of an unemployed army of some 14,000,000 wage workers with its attendant misery and degradation is the product of so-called rugged individualism.

America has executed a right-about-face in the passage of the National Recovery Law which was passed as emergency legislation and still has a year and a half to run, but already there is a deep-seated feeling that the labor provisions incorporated in section 7A will remain as part of the basic law of the nation.

It will be splendid tribute to the vocational educational institutions of our nation if the next generation is able to say that the new philosophy in industry was successful in America because the teachers in vocational institutions had properly imparted to their charges the information necessary to make its provisions workable.

The Federal Congress, in the passage of the N. R. A., has recognized trade unionism in America and encouraged workers to join trade unions. In advocating to the students in your charge that they join trade unions you would be carrying out the policy of the government under the N. R. A.

Before closing, I want to avail myself of this opportunity of inviting the instructors in our public schools to assume their proper place in the fight to save the school system. The public has a right to hear from those who are actively engaged in the school system as to their attitude on the present general move to curtail expenditures for public education. You can no longer hide behind your profession. You owe it to the public school system and to the people of this country to make yourself heard on this most important question.

Adolph J. Fritz, Secretary-Treasurer, Indiana State Federation of Labor

Whenever I have an opportunity to address a Teachers' Association, I never fail to advise them to affiliate with the American Federation of Teachers.

If an organizing campaign for teachers can be put on in Indiana, you will find me four-square behind this movement, as I do not know of anything that would be more beneficial to the teachers throughout the country than the forming of unions affiliated with the American Federation of Labor through the American Federation of Teachers.

Thomas J. Donnelly, Secretary-Treasurer, Ohio State Federation of Labor

I have always favored the organization of the teachers of Ohio under the A. F. of L. banner—The American Federation of Teachers. I am now in favor of such organization, and will always stand ready to assist in such organization.

I have criticized teachers several times because of the character of their organizations which held aloof from the Labor Movement, but expected Labor to go into action for them upon programs open to serious objections.

I have on many occasions given aid to legislation desired by the teachers, such as the teachers' retirement system, now established in Ohio, and tenure of office for school teachers, thus doing away with the one-year contract prevalent in Ohio, which makes thousands of

teachers in Ohio annual prey for so-called teachers' agencies.

The American Federation of Labor and President Green have given forceful expression as to the advisability and importance of the school teachers of America organizing under the A. F. of L. and its affiliated organization—The American Federation of Teachers. I am in full accord and sympathy with them and hope to see the unions of teachers increasing in the State of Ohio and elsewhere.

Mary L. Garner, Vice-President, Indiana State Federation of Labor

I feel very strongly on the subject of organizing the teachers in our schools. I want to see the teachers of Indiana organized. If there is any way that I can help you or be of benefit in any way, you may be assured that you can count on me.

It really does seem strange that with their education, teachers cannot grasp the fact that they of all other groups should be in a bona fide union organization, where they could stand a chance of bettering themselves, and would not unconsciously perhaps, but nevertheless truly, pass fear on to the next generation. As I see it, it is nothing but job fear, and perhaps also, a *better than thou* feeling, that causes them to remain aloof from the organized labor movement, as represented by the American Federation of Labor. They would feel like free born American citizens, if they were in a bona fide union. Perhaps they may come to it some day, but how long will we have to wait for them and the good they could do with their trained intelligence.

Thomas E. Burke, Secretary-Treasurer, United Association of Journeymen Plumbers and Steam Fitters

I hope and trust when we emerge from this general depression that the teachers will have learned a great deal in relation to the necessity for organizing under the auspices of the American Federation of Teachers, affiliated with the American Federation of Labor, so that they can themselves know and can impart to the youth of our country the necessity for organizing and the great principles and philosophies of the American Labor Movement.

Antiunion Textbooks Barred from Hannibal High School

The geometry published by the anti-union John C. Winston Publishing Company of Philadelphia will soon be barred from the public schools of Hannibal, Mo.

When the label committee of the Hannibal Trades and Labor Assembly and the Hannibal Typographical Union was informed by Philadelphia Typographical Union that the Winston concern had locked out its union employees and expressed its determination to operate a scab concern, the committee through J. H. Abrams, secretary of Typographical Union No. 88, urged the Board of Education to stop purchasing Winston's textbooks.

The Famous "Oxford Resolution" which pledged its backers never to fight "for king or country" has been carried, by a large majority, in a ballot at Canterbury University, New Zealand.

THEY SAY

JOHN FITZPATRICK
President of the Chicago
Federation of Labor

I suggest a shorter work day to replace the daylight saving plan now in effect in Chicago. If the employers of labor desire that their employees should have an extra hour in the evening to themselves, give it to them by shortening the work day for an hour. This is so much more simple and so much more effective than the daylight saving plan, that the employers have inadvertently overlooked it.

PROF. JOHN DEWEY
Educator, Philosopher,
Author, Member
A. F. of T.

Public education cannot be secure so long as its policies are dominated by financial interests.

RAY LYMAN WILBUR
Former Secretary of the
Interior

We must take an aggressive attitude for the schools if we are going to see our children through. This is not a matter of passing resolutions. It is a matter of fighting and there is no better thing to fight for than the American school child.

LOTUS D. COFFMAN
President, University of
Minnesota
Address before Department of Superintendence
February 27, 1933

If the political and economic leaders had followed the teachings of the schools, we should not be in our present difficulties. The schools never taught war, they taught peace; the schools never taught extravagance, they taught thrift; the schools never taught disregard for law, they taught respect for law; the schools never taught national isolation and selfishness, they taught international participation and cooperation. Now the people, as they strike out blindly to save themselves from economic disaster, are about to wreck the schools as if that would accomplish their end. We can find millions for highways, billions for public enterprises, but we must pare and scrimp on education. We are making helpless children and youth in need of higher training for professional leadership, pay for our folly.

MARVIN S. PITTMAN
Director of Laboratory
Schools, Michigan State
Normal College,
Ypsilanti

The two great educational tasks of the future are:

First—to teach society that there must never be idleness for anyone all of the time but that there must always be leisure for everyone some of the time.

Second—to teach everyone many ways by which to capitalize his leisure to his own advantage and also to the advantage of society.

One Way to Reduce Taxes

Dr. C. E. A. Winslow

The first definition of a "tax" is a "contribution levied on persons, property, or business for support of government." A second meaning of the word is a "strain or heavy demand" upon a person or a community. We hear a great deal today about the first kind of taxes. It might be wise to give some thought to the second.

From the standpoint of "strain or heavy demand" some of our most exacting tax collectors are the germs of the communicable diseases. In 1900 the bacillus of tuberculosis taxed the people of the United States to the tune of 195 lives for every hundred thousand persons in the population. That is this tax collector took the life of one person out of every 500 each year. In addition it collected the cost of medical and hospital care and the cost of supporting in partial or complete idleness at least one person out of every 150.

By 1930 the death rate from tuberculosis* had fallen from 195 to 67 per 100,000. We had reduced the tax paid to this public enemy to one life out of every 1500 persons in the population with a similar reduction of two-thirds in the burden of sickness and disability. This is a sort of tax reduction which is well worth while.

How has this result been accomplished? By legislative machinery for the reporting of cases, by segregating or educating the consumptive so as to avoid infection of others, by eradication of bovine tuberculosis and pasteurization of milk, by public health nursing service to seek out contacts in early cases and bring them under medical care, by clinic service for early diagnosis, by sanatoria for treatment, and by systematic follow-up and supervision of the arrested case to hold the disease process under control. Simple, efficient, well-tried public health machinery has accomplished the task. Its efficacy has been fully tested during the past three years when the potential effects of the depression upon the death rate have been warded off except in certain relatively small sections of the population where deprivation has been greatest. It is neither chance nor some hypothetical biological change which has brought about results; for these results, in individ-

ual communities, have again and again been shown to vary in relation to the provision of community machinery for controlling the disease.

Recently, a new weapon has been placed in our hands. Experience has shown that many of the deaths which still occur from tuberculosis are due to previous partially controlled infection which suddenly lights up in a form too severe to be checked by our routine methods. The hope of preventing such catastrophes lies in the earlier detection of incipient infection—preferably in childhood, when the seeds of later trouble are generally sown. The new methods of taking X-ray pictures of large groups of school children at a minimum cost brings promise of a better defense against the tubercle bacillus than we have ever been able to set up before.

The cost of a well-organized tuberculosis program (excluding the cost of sanatorium care which is largely treatment rather than prevention) is less than 10 cents per year for each person in the general population. The results far outweigh this insignificant expenditure. We may illustrate by a single instance. The reduction in the death rate from pulmonary tuberculosis in Syracuse, N. Y., for the decade 1922-1931 as compared with the decade 1912-1921 amounted to a saving of 115 lives a year. This takes no account of the far greater savings accomplished between 1892 and 1912 but merely measures the additional accomplishment after a more intensive community program was inaugurated in 1923. On a conservative estimate, based on tables of the value of a human life at different ages, this additional reduction amounted to an economic saving of over a million and a half dollars a year to the community—based on life-saving alone and with no allowance for the burdens of disability and medical care. The total cost of the enlarged and almost ideal tuberculosis-control machinery of Syracuse was less than twelve thousand dollars. By paying one dollar in taxes to the city and the Community Chest, Syracuse saved paying one hundred dollars in taxes to the tubercle bacillus.

The question then is not whether we shall pay taxes or not, but how much we shall pay and for what. We can contribute a small sum to our health departments and clinics and nursing associations and tuberculosis associations for prevention; or we can pay a much larger sum as a tax on unprevented disease for the care of

the sick, the support of the invalid, the burial of the dead, the loss of manpower. We have reduced the tax levied by disease during the past thirty years to a fraction of what it once was. We cannot afford to let our progress be nullified by the panic parsimony which is the enemy of true economy. We must rather go on with all the weapons at our command to the ultimate conquest of tuberculosis. "A few cents for defense, rather than millions for tribute," might well be our motto. The tax laid upon human vitality by preventable disease is one which we can abate if we have the courage to support in this crisis the official and the voluntary health agencies which have defended us so successfully in the past.

Children Suffer Most

"The costs of the depression are taken out of the hides of children," commented Harry L. Hopkins, Federal Relief Administrator, referring to the unemployment relief census taken in October, 1933. The census shows that 5,250,000 children under 16 were on relief, according to Federated Press.

"And that's only part of the picture," added Hopkins. "The census applied only to those on relief in October, but undoubtedly other millions of children have been subjected to the humiliation of being known as relief cases at other times during the depression."

The census shows 12,493,000 on relief, of whom half were in the employable ages. Destitution is twice as great among Negro families as the average for the country.



No matter how much the budget is cut, children must not suffer. This little boy is being protected against tuberculosis by having a tuberculin test.

*Based on figures for Registration States of 1900.

So This Is America!

Schools of Medford, Ore., Face Closing.—Twenty per cent cut in operating cost is said to be necessary. Short contracts only are offered to teachers. The number of teachers in the system has been cut to the limit so no more economy can be accomplished in that channel.

The school board is determined to preserve the credit of the district, but apparently not equally determined to preserve the schools.

School Board Cancels Contracts.—At a special meeting of the School Board of Minersville, Pa., it was decided to cancel all teachers' contracts. All school boards in Schuylkill and Northumberland Counties received letters advising such action. "The introduction of modern business practices into the finances and operation of our school districts will result in the savings of hundreds of thousands of dollars for the overburdened taxpayers of these two counties. There are *hordes* of unnecessary employees on the school district payrolls.

"It is urgently recommended that school boards in Schuylkill and Northumberland Counties immediately cancel present contracts with teachers and supervisors so that *the directors will be in a position to lower the school costs for next year.*"

New Salary Plan for Salt Lake City.—A new salary plan for teachers in Salt Lake schools, designed to enable "teachers' salaries to recover gradually as business conditions improve," has been presented by Dr. L. John Nuttall, Jr., superintendent of schools. Dr. Nuttall added that the board of education hopes a slight increase in salaries will be possible next year.

Kansas Schools Closed.—Latest reports from Kansas show 700 schools in that state have closed.

Detroit Colleges Merge.—The Board of Education of the City of Detroit, Michigan, and the Deans and Faculties of the College of the City of Detroit, the Detroit Teachers College, the Detroit College of Medicine and Surgery, the Detroit College of Pharmacy, the School of Engineering, and the Graduate School announce the merger of their Colleges under the name of Wayne University.

Professor Ousted; Blame Liberalism.—Dr. Walter S. Ryder, professor of sociology at Macalester College, St. Paul, Minn., has been dismissed. Officials refused to confirm reports describing the issues as "academic freedom" and "liberalism."

Board Opposes Solicitations.—Memphis, Tenn., Board of Education has taken action opposing solicitation of contributions from children to buy stationery or other supplies.

Hunger Disease Spreads.—Beri-beri, a poverty disease, is wreaking havoc in Newfoundland, where between 20 and 25 per cent of the population have been reduced to subsisting on meager relief rations. In many of the villages, the fisher-folk have rations equalling no more than \$1.80 a month, and beri-beri has resulted with devastating effects on the population.

How Rich Is America.—About 44% of the homes of American farm owners are worth less than \$1,000 each and only 4% are worth more than \$5,000, according to figures recently disclosed by the Bureau of Census. About 65% of farm tenant homes are valued at less than \$1,000 each and only about 1% of them at \$5,000 or over.

This Rule Has Teeth.—The National Labor Board has ruled that "strikers are employees" when it comes to negotiating settlements. This "pulls the rug" from under employers who have been refusing to meet strike committees on the ground that the workers "are no longer employed by this company."

Poll Tax Repealed.—Poverty is no longer the political "bar sinister" in Pennsylvania. Governor Gifford Pinchot has approved a measure permitting every qualified citizen to vote without paying a poll tax.

For years tens of thousands of workers, unable to pay this poll tax, were disfranchised.

Schools.—Slash the school budget, is the first cry of a hard-pressed city's commercial elements, and the results are shown in a U. S. office of education report. Per pupil cost of education was cut 22 per cent between 1932 and 1933. San Antonio, Tex., and Akron, Ohio, cut their per-pupil costs more than one third in one year, and New Bedford, Mass., El Paso, Tex., and Grand Rapids, Mich., were not far behind.

Alabama Schools Begin Closing.—Under date of January 26 the following news item appeared in the press:

With the closing of schools in Montgomery County, closing of schools throughout Alabama is in sight by March 4. Nothing can stop such a step except immediate financial help, Dr. A. F. Harmen, superintendent of education, announced.

Closing of Montgomery County's schools affects 20,000 school children and teachers.

Teachers' Salary Increases Voted.—Increases and adjustments in teachers' salaries aggregating more than \$50,000 a year were voted by the Houston, Texas, school board and Dr. E. E. Oberholtzer unanimously was re-elected school superintendent for a four-year term.

The salary increases, most of which consist of restoration of former cuts or of the placing of part-time and substitute teachers on a full-time and contract basis, will affect nearly 300 teachers.

The increases were recommended by Dr. Oberholtzer after his re-election and were adopted unanimously.

Teachers' Wages Are Reduced.—The board of education of district 21, Montana, which includes Plentywood, has reduced the salary schedule for teachers.

Grade teachers will receive \$85 to \$95 a month, and the regular high school salary will be \$125, with bonuses paid to those who have charge of extra-curricula activities, such as band, athletics, and the like.

This action was deemed necessary following a recent ruling by the county commissioners that a maximum of 10 mills would be levied in the county for high school maintenance.

No Compromise on Furlough Measure Is Acceptable to New York Teachers' Union.—The compromise exempting the lowest-paid school employes from the payless furlough feature of the municipal economy bill, and grading the furlough in accordance with salaries, is not acceptable, Abraham Lefkowitz, legislative representative of the Teachers' Union, declared at a union general membership meeting in the High School of Commerce, 165 W. 66th St.

Teachers will insist on reduction of interest on the city's debt instead of "further taxation of civil employes," said Mr. Lefkowitz. He declared they would accept "no compromises."

What Is the Teachers' Responsibility.—The school teachers of Pittsfield, Mass., feel that the question of dropping teachers, discontinuing departments and curtailing classes is the business of the School Committee, not theirs. Such is the consensus expressed by the staffs of several of the city's larger schools in answer to a question concerning the present school situation there. The question submitted to many teachers by the executive committee of the Teachers' Association brought no answer in some cases, merely an expression that the problem belonged to the School Board.

At one school it was declared that the unanimous opinion of the teachers was that the "School Committee knows what it's doing and we abide by their decision." At another it was voted to let the matter rest in the hands of the school board and in addition the teachers expressed a vote of confidence in the committee. They wished no meeting.

Other schools took a similar position.

Military Training Not Required.—The Committee on Militarism in Education quotes several authorities to prove that, according to the federal law, the land grant State colleges are not obliged to make military training compulsory. John W. Weeks wrote in November, 1924, when Secretary of War: "The National Defense Act does not make military training compulsory at any of the institutions which receive the benefits authorized by the Act."

Teachers Start Action to Collect Judgment for \$90,000 Back Wages.—Employes of the Charlotte, N. C., public school system, from teachers to officials and janitors, brought mandamus proceedings in Mecklenburg Superior Court against the Charlotte City Government demanding payment of approximately \$90,000 to them in back salaries for the school year 1932-1933. The school employes recently secured judgments against the city in this amount and the mandamus proceedings are an effort to enforce the judgment. It is claimed the city had money available to pay the entire bill.

Denial of Academic Rights on Increase in New York.—Violations of academic freedom in New York City schools and colleges are reported in a pamphlet recently published by the New York Academic Freedom Committee, unit of the City Civil Liberties Committee. Such violations have been increasing in recent years as authorities have grown determined to block protests against abuses, corruption, and injustice. Unquestioning support of the Board of Education is demanded of teachers. Rights of students to free expression are curbed. The pamphlet sells for fifteen cents and may be secured by writing the Union.

Poplar Bluff, Mo., Teachers to Get Full Pay Again.—Teachers in Poplar Bluff schools were given a surprise when the Board of Education restored the last cut in pay. The increase, which will amount to about 15 per cent, was made possible by the large amount of delinquent taxes paid into the school treasury during the past two months.

Income Changes.—Within the last four years according to the United States Bureau of Foreign and Domestic Commerce, wages paid have fallen off 60%, salaries have dropped 40% and income of all types from property has been diminished by only 30%. (See New York Times, Jan. 22.)

Portland Street Car Union Wins Pay Boost.—Another victory for organized labor in Portland, Ore., was achieved in the decision of the Arbitration Board which heard the wage controversy between the local Street Railway Men's Union and the Portland Traction Company. The board recommended that the six-hour day be retained and that the wage rate be increased to 72 cents per hour, which brings the hourly scale up to that paid in 1930.

California Court Rules Against Drill Resisters.—On January 8 the Supreme Court of California denied the petition of Albert Hamilton and Alonzo Reynolds, Jr., conscientious objectors to military requirements at the University of California at Los Angeles. Suspended from the University last November because of their refusal to drill, Hamilton and Reynolds sought to gain a mandate for reinstatement with exemption from the military course by appealing to the courts.

Ohio State Suspends Seven Pacifists.—The suspended boys were better than average students, and gave every evidence of genuine and sincere conscientious objections to military service. Each signed the University oath solemnly declaring himself to be a conscientious objector.

"Ohio State University has again run up the flag of reactionary educational policy," an editorial in the St. Louis *Post-Dispatch* comments. Referring to Ohio State's dismissal of Professor H. A. Miller three years ago as an "exhibition of academic littleness," the editorial vigorously declares the dismissal of these students—"because they want to spend valuable time at college in studying something besides how to carry a gun and how to stab the head of a dummy"—an even worse blow at academic freedom.

Investigation of Arms Manufacture.—The Women's International League for Peace and Freedom requests sympathizers to urge the members of the Senate Foreign Relations Committee to pass the bill introduced by Senator Nye directing investigation of individuals engaged in the private manufacture of arms.

National Navy Program.—The Conference on the Cause and Cure of War and the National Council for Prevention of War are urging individuals to protest against the national program for increasing the navy which includes the annual budget of \$285,000,000 for continuing construction on twenty vessels; \$238,000,000 borrowed from the Public Works Fund to build in addition 32 naval vessels, and the Vinson bill already passed by the House authorizing the construction of 65 destroyers, 30 submarines, 1 aircraft carrier and 1,184 airplanes, to cost about \$500,000,000.

Education for Democracy

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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HENRY R. LINVILLE, New York Local 5;
70 Fifth Ave., New York, N. Y.

Secretary-Treasurer

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FLORENCE CURTIS HANSON
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The memory of the people is proverbially short. Today they may surrender without a struggle precious rights or privileges for which they made the supreme sacrifice but yesterday. If the leaders of American business today have no suggestions for meeting the present situation beyond proposing a general restriction of the educational opportunities of boys and girls of the nation, then are they intellectually bankrupt.

—GEORGE S. COUNTS.

Something for Teachers to Think About

The Cleveland Press in an editorial says:

But there has certainly been progress when the schoolmasters can agree on the objective, however much they may disagree as to the means for reaching it.

What have we done in the past to justify this comment?

What are we going to do in the future in order that it may not be repeated?

All Workers in Unions

The 1933 convention of the American Federation of Labor emphasized the necessity of 100 per cent organization of working men and women in bona fide unions in order to equip themselves with the machinery necessary to secure their full rights under the codes of fair competition established by authority of the National Industrial Recovery Act.

The importance of the convention's admonition is illustrated every day in Washington in the hearings held by the Recovery Administration on the various codes, as well as in the procedure before and after the hearings.

The codes are practically all drawn up by organizations of employers, called trade associations, without consultation with the employees, organized or unorganized, despite the fact that the labor sections affect very vitally the welfare of all the workers.

In actual day-to-day practice it is a truism evident to all serious-minded persons that the labor sections of the codes receive much more consideration from both employers' representatives and Recovery Administration authorities when the employees covered by the codes are effectively organized than they do in industries where the employers for years and years have bludgeoned their employees into joining subservient company unions and similar schemes of employer "welfare work."

After the codes are signed by the President it is equally apparent, from months of observation, that the labor sections, according to the workers the right of collective bargaining without employer interference and setting up maximum hours and minimum wage standards, are much more adequately enforced if the workers are organized in bona fide trade unions strong enough to fight vigorously every infraction of labor's rights both under the National Recovery Act and the codes themselves.

Workers everywhere should enroll 100 per cent in unions affiliated with the American Federation of Labor. Otherwise the labor guarantees contained in the Recovery Act will become just what employers of the Weir and Budd and Ford type desire them to be—mere paper declarations with the workers kept in economic serfdom and unable to maintain their rights under the law.

The Union is the only type of teachers' organization that trains its members to deal with the forces of reaction that are bent on withdrawing support from public education.

DR. HENRY R. LINVILLE.

Union Better Than Laws

We have long sought, we are still seeking, protective legislation for teachers. We have secured a few tenure laws, some pension laws, some minimum wage laws. Some of these have been lost, swamped in the "economy" wave.

There is a better way to insure protection of salaries, position, teaching conditions, personal liberty, academic freedom; and that is organization. Let the teachers organize in strength, joined with their fellow workers. Then and only then can they be sure of adequate compensation, security of tenure, decent teaching conditions, a voice in administration, professional standards determined by themselves and therefore high.

They can be sure because they speak with a collective voice. The collective voice is the strong force and can name the terms of contract and the standard of their calling. The potential power of the teachers is greater than of any other group. When the teachers speak collectively, all the world will listen.

Professor H. M. Cassidy of the University of Toronto told the Stevens committee inquiring into unsatisfactory industrial conditions in Canada that trades unions in the men's clothing industry in Canada have been more effective in insuring satisfactory working conditions than minimum wage laws and factory acts.

How equally true this may be in the educational industry.

How long will it be before the teachers realize this truth and learn to act collectively.

Company Unions

We have long been looking for something on the subject of company unions that would with some degree of adequacy explain this type of organization. We have finally found it in the *Christian Science Monitor*, well known for its fair and impartial treatment of controversial subjects.

Democracy in Education

Because organized labor is about to press Congress to outlaw company unions, and because the legality of company unions under the NIRA already has been questioned in the courts, many persons soon will be asking what company unions are and what are their virtues and defects.

Company unions are schemes for employee representation instituted by employers during the last 20 years, and especially during the last 12 months, principally as an alternative to ordinary unions.

Since a company union is organized among the workers engaged by one employer, the scope of the union fits the area of the most numerous industrial grievances. The company union is a shop affair with outsiders excluded. The conferences that are features of such organizations inform employers concerning labor problems and educate labor in management problems so the unions can be mutually beneficial. These unions extend responsibilities to labor over matters of labor welfare—savings, building and loan, lunch services, recreation and the like—as well as over hours and wages. Thus workers are trained to enlarge their functions. By bridging the gap between the front office and the shop, company unions promote loyalty and discourage resignations, friction and strikes.

On the other hand, no workers ever of their own initiative have organized a company union—it is a boss-inspired union. The power that creates company unions can destroy them. Worker representatives not only must not antagonize the management—for that means discharge—but are ignorant of labor conditions in other plants and other sections even in the same industry, and moreover are untrained in the tactics of bargaining; thus the representatives are usually timid, ignorant and unskilled negotiators. No truly equal-sided collective bargaining is possible in company unions. A company union cannot strike because it has either no treasury or one limited to its own members; it cannot get the help of other workers in the same industry. Consequently a company union has no power of compulsion over an employer.

Under a benevolent administrator a company union may produce harmonious relations, but most of the enterprises that have introduced company unions belong to the autocratic class of employers. Under the latter's administration, company unions exist mainly as a barrier to real unions; if in those instances the company union should destroy the regular union, the day of the company union probably soon would set.

If the New Deal aspires to balance a strong united employer group against an equally strong organized labor group, this ideal cannot be obtained through company unions; indeed, the existence of company unions hinders the attainment of the goal. Therefore, except in those few cases where employee representation means a genuinely democratic control of working conditions, the attitude of the ordinary citizen toward company unions must be related to that citizen's attitude toward the control of industry. Shall it be autocratic if sometimes benign individualism, or collectivism balanced between employer, employee and the government or the public?

Declaration of Faith in Music

OUR SCHOOLS are facing serious problems. The cultural subjects, especially, are being attacked. There is urgent need for a declaration of faith that the arts are not optional luxuries for the few, but are essential for the complete living of the many.

¶ Music and the allied arts give cheer and comfort and richness to life. They bring beauty to our materialistic civilization. Beauty contributes to the morale and stability of a nation. Social unrest gains its readiest recruits among men who have not found beauty and joy in their work and in their environment.

¶ Our fathers faced a simpler world than ours, with relatively simpler needs. Modern inventions are shortening the working week and greatly increasing the hours of leisure. But in making this advance we have also incurred some penalties. Science and the machine have added so much to living that we may have rated them above human values. Life tends to be overmechanized. Education today must concern itself with physical and mental health and with emotional, social, and spiritual responses as well as with reasoning powers.

¶ The responsibility of the present generation for the education of those that are to follow should not be shifted to the future. Youth must be served while it is youth. If we fail in our duty to the boys and girls of today, it cannot be made up to them in after years when prosperity returns and public funds are more easily available. We have no right to unload upon the youth of today the burden of our adversity.

¶ We, therefore, declare our faith in the arts. Curtailments in educational budgets must not be permitted to affect vitally the cultural subjects, especially music. Avocations as well as vocations must be provided for the sake of the present times and for the days of larger leisure which lie ahead.

The foregoing statement was adopted at a meeting of official delegates appointed by fifty-seven national organizations (representing a total membership of over five million American citizens), held at Chicago, July 4, 1933.

Of course, I am in favor of the Child Labor Amendment. A step in the right direction was achieved by demonstrating the simplicity of its application to industry under the N.R.A. Those connected with industries which had been the worst violators, were the first to see the wisdom of that step.

It is my opinion that the matter hardly requires further academic discussion. The right path has been definitely shown.

FRANKLIN D. ROOSEVELT.

A democratic state demands a democratic system of free public education, limited only by the capacity of youth to profit by its opportunities; and by the depth of the national purse. The system of education in Ontario provides free education for all between the ages of seven and twenty-one; with a compulsory attendance between the ages of seven and sixteen.—Mrs. Adelaide M. Plumptre, Chairman, Board of Education, Toronto.

"Before you try to convince anyone else, be sure you are convinced, and if you cannot convince yourself, drop the subject."

—John H. Patterson.

Misunderstanding

Misunderstanding of the nature and program of the American Federation of Teachers and propaganda against the organization are unhappily frequent.

For a better understanding we reproduce a portion of a letter sent to 1000 high school teachers in Milwaukee by the Milwaukee County Federation of Teachers for the purpose of making clear "the high professional character of the American Federation of Teachers."

To the Milwaukee High School Teachers: "The American Federation of Teachers is an international organization having absolute control over its own policies and actions," according to a statement made by Samuel Gompers, former president of the American Federation of Labor on December 16, 1919. "No local or state central labor body nor the American Federation of Labor has the right or the power to call upon teachers, under any circumstances, to strike."

Thus it is seen that the American Federation of Teachers is an autonomous body affiliated with the American Federation of Labor. Its locals are self-governing, and are free to do their own work without interference, but at the same time are united for mutual support and counsel in county and state teachers federations and with state and national crafts federations, which formulate policies and exercise influence without the use of force in the various fields.

John Dewey, world famous educator and a member of A. F. T. Local No. 5, says: "There certainly should be no objections on the part of officials or teachers to affiliate with labor. Such objections as have arisen have been due to snobbery or cowardice."

The American Federation of Teachers is striving to promote progressive educational ideals, and the economic, social, and professional welfare of the teachers of this country.

Dr. Jesse H. Holmes

Dr. Jesse H. Holmes of Swarthmore, noted educator and liberal, has been nominated for governor on the Socialist ticket.

Professor Holmes was chosen president of Philadelphia Local 192 at the first reorganization meeting after the addition of several hundred members to the Union. He has been active in A. F. T. for several years.

Hon. Lynn Frazier, U. S. Senator, North Dakota—It is very evident that if the NRA is to be a success that the teaching profession will have to be given consideration together with the other professions.

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

The Snake That Swallowed Itself

A lumberman in a southern camp once told a story of a snake that held its tail in its mouth and rolled to its destination like a hoop. It seemed the snake did very well in the open spaces but when it rolled into the woods it hit a tree and swallowed itself.

A great many of our legislatures are making hoop snakes out of their taxation programs. In their desire to secure revenue to finance public enterprise and to keep governmental agencies off rocky shores the representatives of the people run the ship

ceives more from government than the individual with a low income. If the protection of the right to receive the income were the only benefit derived, it would still be greater than that received by those in the lower income brackets. With all the genius of those whose ego teaches them they are superior it is not likely that they would have much income if placed on a deserted island.

A time will come when we will all realize that an income tax is the only equitable tax, but the following table will show the necessity for it at the present time. The figures are from the United States Department of Labor.

ANNUAL INCOME IN THOUSANDS OF DOLLARS IN THE UNITED STATES												
	0-1	1	2	3	5	10	25	50	100	150	300	500 1,000
Distribution	33.5	32.2	20.7	14.8	10.4	7.6	4.1	2.2	1.8	1.7	0.6	0.4 0.2
Food	18.5	15.8	14.3	17.4	24.4	21.7	19.6	25.5	26.3	18.5	5.4	3.9 1.8
Housing	14.4	15.8	16.0	10.8	8.8	8.1	7.1	4.4	4.3	4.0	1.2	0.6 0.2
Transportation	9.0	8.8	12.8	13.6	15.8	12.0	8.2	6.2	3.7	2.2	1.0	0.5 0.2
Personal	11.6	10.8	10.1	8.3	6.4	3.5	1.8	1.1	0.8	0.9	0.3	0.1 0.1
Clothing	2.3	3.2	5.3	7.5	9.5	10.4	12.2	8.6	6.9	7.0	3.2	1.7 0.6
Recreation	2.2	2.5	3.0	5.0	3.2	5.0	3.1	2.5	1.5	1.1	0.7	0.4 0.1
Health	1.5	2.1	2.2	1.5	1.6	1.7	2.2	2.5	2.6	2.5	2.8	3.6 2.7
Social	0.8	0.9	1.7	1.8	2.5	3.5	7.8	12.6	14.5	16.1	16.3	16.7 17.2
Taxes	2.4	1.4	0.8	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1 0.1
Civil	1.1	1.7	2.5	2.9	3.2	4.5	3.7	3.0	2.4	2.4	1.2	0.8 0.4
Education	2.7	4.8	10.6	16.2	14.0	21.9	30.1	31.4	35.4	43.5	67.2	71.3 76.5
SAVINGS												

of state headlong into icebergs and shoals. For four years the watchword of those trying to solve the economic jigsaw puzzle has been "purchasing power in the hands of the masses." In state after state the law makers have passed sales taxes that must, in every instance, reduce the purchasing power of the individual who must of necessity spend his entire income for goods.

It does not take a mathematician to understand that the goods sold in any state will be diminished by the amount of taxes collected upon the sale of goods. If a tax of two percentum is levied on sales it means that two per cent less goods will be sold and that two per cent fewer men will be employed in the manufacture and distribution of goods. Men so displaced are bound to add to the tax burden.

The people of Ohio did a very good job of legislating for themselves when they initiated and passed a constitutional amendment limiting tax to ten mills on real estate, but they have not gone far enough in their tax program to solve the problem. The services of government are just as essential in modern society as services rendered by individuals. If the public wants police and fire protection, roads, schools, and services for which they collectively contract, those services must be paid for by taxation.

It is only reasonable to assume that the individual with a high income re-

ceives more from government than the percentage of income spent for consumption goods and service varies inversely with income, and that unexpended surplus varies directly with income. These savings must be invested in a manner to produce income. It is difficult to conceive of an investment that does not become a debt burden since every interest bearing investment becomes a debt obligation of the person, corporation, or government agency that borrows it. When the interest or principal is paid, the payment goes back into an unexpended surplus and must be invested again. It must be evident that this increasing debt burden can only result in a paralysis of the whole economic structure of which the schools are a part.

To return income surpluses to the consumers of goods, two methods may be used. The method in common usage at the present time is borrowing. The method proposed by the income tax compels the recipients of large incomes to contribute to the society from which these incomes were received something for the privilege of receiving them. If those who have more income than they can use do not believe teachers can use more goods than they are now consuming, let them try us out for a while with a full salary and dinner pail.

CLYDE E. KIKER.

Monthly Bulletin, Toledo Local 250.

Sales Tax Defeated Again

In rejecting the proposal for a \$400,000,000 sales tax the Ways and Means Committee of the Federal House of Representatives reflected the view of the great masses of the American people.

The American Federation of Labor, representing millions of workers and all persons receiving modest incomes, has fought the sales tax as a policy of raising revenue for the Government from the very inception of the propaganda launched by the wealthy in favor of it.

The scheme is an open and unpatriotic attempt to shift taxation from the rich and well-to-do, who are able to pay it without the sacrifice of any useful element in their lives, to the masses of the people who are least able to bear the tax burden and whose living standards are necessarily reduced by every dollar extorted from them by tax collectors.

The sales tax is also reprehensible because it is a concealed tax. It is collected from every purchaser of an article, but the tax is not revealed so that consumers can see and understand the amount they are called upon to pay.

Frequently sales tax advocates throw a sop to working men and women and all other small-income groups by exempting the necessities of life from their reactionary proposal. This is an attempt to deceive the masses. If the sales tax limited should become a law, the wealthy and their propagandists would immediately endeavor to have the limitations removed and extend the scheme to cover sales of all articles, including products necessary to sustain life.

Where the sales tax has been defeated, its proponents are coming back now with the promise that the monies collected from the sales tax shall be used exclusively for school support. This sudden interest in the schools by those who have been loudest in their demands that school cost be lowered is at least suspicious.

We congratulate the members of the Ways and Means Committee for their refusal to adopt a system of taxation which is nothing but an instrument of "soak the poor."

The Oxford Union, century-old debating club of young Britons which, a month ago, voted that "this house will in no circumstances fight for its king and country," recently rejected by 750 to 138 a motion to expunge from the records its previous motion.

Mrs. Roosevelt Scores

The public school authorities of the District of Columbia were administered a just rebuke by Mrs. Roosevelt in connection with the inauguration of free lunches for over 4,000 school children whose parents were unable to provide them with food.

When the lunch system was opened the event was celebrated with appropriate eclat. The First Lady was invited to attend the ceremony and eat one of the lunches, which included milk and fruit. Later a rumor reached her that the lunch, which she had pronounced good, was a phony lunch prepared especially for the occasion and not a sample of the real lunches given the children. The First Lady determined to find out the truth by a personal visit, without the knowledge of the authorities, to one of the schools at lunch time and eat an actual free lunch.

The First Lady was surprised. The lunch consisted of clam chowder. No fruit. No milk. Of course Mrs. Roosevelt condemned this parsimony, which proper medical authorities declare is not conducive to the children's health. The school officials immediately got busy and made arrangements to include fruit and milk in the free lunches. They will probably serve no more phony lunches to the First Lady.

Twenty Down—Sixteen to Go

Governor Pinchot of Pennsylvania has signed the bill that made his state the twentieth state to ratify the Child Labor Amendment.

Sixteen states must still ratify before the Amendment is adopted as a part of the Constitution of the United States.

Whether you live in Maine or California, in Florida or Washington, it is your task to further this great objective of the American Federation of Labor, and to use every possible influence for its ratification in the states still on the dark side in order that at an early date the United States Congress may pass sound legislation protecting the childhood of the nation.

The states which have ratified the Amendment are Arkansas, Arizona, California, Wisconsin, Montana, Colorado, Illinois, Iowa, Maine, Michigan, Minnesota, New Hampshire, New Jersey, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Washington, and West Virginia.

A Strain on the "Faith and Hope" of Teachers

Dr. John L. Tildsley, district superintendent of schools in New York, has listed the qualities a pupil should have by the time he (or she) leaves high school: a will to perfection, habits of work, the power to analyze, a critical, open and sympathetic mind; tolerance; courage; imagination; curiosity and so on. For these ends, Dr. Tildsley says we need teachers of first-rate ability, "with faith and enthusiasm." One of the first things generally required of teachers is that they have faith in America and some enthusiasm, at least, for American political institutions.

Teachers in Chicago have virtually been ordered to abandon both that faith and that enthusiasm—to abandon hope, also, of ever being paid a decent living wage. Teachers all over the country are being told that the work they do, in creating the character of the next generation of Americans, is of so little importance that schools will drop courses, drop subjects and years, or close altogether. And these things are defended not only on the ground that the community is poor, but on the ground that education has always been wasteful and will be more wasteful in the future. Dr. Tildsley's ideals and requirements are both sound; all that is left is to get a few politicians to believe in them.—Gilbert Seldes in *Chicago American*.

Fingers in the Pie

Dr. Willard W. Beatty, superintendent of the Bronxville schools, opened the annual "fingers in the pie" series of luncheon discussions for the New York Teachers Union on February 3. He spoke on "A New Freedom for the Secondary Schools" at the Town Hall Club, 123 West Forty-third street.

Dr. H. Gordon Hullfish of the Dalton School at Ohio State University led the discussion. Dr. John R. Clark of Lincoln School, Columbia, served as chairman.

Other talks in the series include mental health, adult education, and foreign affairs.

Thus far the NRA hasn't protected labor to any great extent. Its chief accomplishment is to make the working man believe that he has a right to organize.

WILLIAM GREEN.

Are You Afraid?

"One reason, I think, why so little attention is given to the real, effective forces, and to the vital problems and issues, is that schools are too often conducted in an atmosphere of fear. Students are too afraid of what the teachers will think. Teachers are afraid of principals. Principals are afraid of superintendents, superintendents are afraid of boards of education, and members of boards of education are afraid of organized minorities and professional demagogues. I am not saying that this condition prevails in all schools, or even in most of them, but I am certain that it does in very many. Now a situation like that is not conducive to candid study of vital problems. It does not encourage a spirit of independent manhood and womanhood. It is destructive of the sort of calm and unafraid thinking which leads to the intelligent appraisal of our public problems. It does not encourage citizenship fit for the assumption of democratic responsibilities."—Walter E. Myer in the *Civic Leader*.

Pride of Profession Hinders Unionization of Teachers

Editor's Note: Seeking a consensus of the vital question of "unionization" of teachers, the United Press sent an interviewer among educators gathered in Cleveland. The correspondent gathered comment at random from teachers of education, college professors, school superintendents and just plain teachers. Results of the inquiry are shown in the following article.

BY MEADE C. MONROE

Cleveland—(UP)—Pride of profession stands as a bulwark between the average American school teacher and any plan of unionization to reduce his hours of work and raise his salary.

This became apparent today when the United Press, seeking to gain a cross-section of opinion on the vital question of "unionization" of teachers, interviewed a score of educators here for the convention of the National Education Association's Department of Superintendence.

A large majority of those interviewed stated emphatically that they would not favor "labor" unions for teachers. Professional clubs or guilds might be acceptable, they acknowledge, but not any form of organization which tended to reduce the teaching profession to the laboring level.

A few were convinced that only

through complete unionization and affiliation with the American Federation of Labor could teachers hope to improve their lot and place themselves in a position to demand and receive better working conditions, shorter hours and higher salaries.

The interviewer asked the following questions of the educators: "Do you favor unionization of teachers? Do you think teachers are justified in striking for higher wages if it meant even temporary closing of schools? If you favor some sort of organization, do you think affiliation with the American Federation of Labor should be sought?"

The opinion of Mrs. Edura Fletcher, principal of public school No. 180, Brooklyn, N. Y., reflected that of several other educators.

She said, "The average teacher, I believe, feels that he is a 'professional' and not of the laboring level. I am not in sympathy with the union way of doing things. I prefer to fight my own battles." (Rugged individualist! We still have 'em.)

C. T. Stone, superintendent at Long Branch, N. J., was just as emphatic in his contention that teachers have the right to organize and to strike if necessary.

"If matters continue as at present," he said, "we'll have to have unions. I see no reason why they should not affiliate with the A. F. of L. Strike? Why not? There is no reason why teachers should not strike if conditions become unbearable."

—The Ashland, Pa., Daily News.

Intelligence Improved By Diet

Dr. Daniel R. Hodgdon, elementary education department of New York University, has completed a study of the effect of diet upon intelligence. He finds that intelligence is improved by diet. According to Dr. Hodgdon, I. Q's are frequently dependent on physical conditions, and many children who are rated "slow" by intelligence tests can attain a higher rating after a few weeks of proper feeding.

Dr. Hodgdon recommended that school boards provide well-trained individuals to examine children critically from the standpoint of mental and physical subnormality and that in the latter case they provide specially trained teachers and special conditions to correct them.

"No teacher should be permitted to fail a pupil until all means have been exhausted to discover the cause of his poor achievement," Dr. Hodgdon declared.

A man may hold a candle to enlighten the people so as to burn his fingers.—Proverb.

Educational Conference in North Carolina

Dr. A. T. Allen, Superintendent of Public Instruction for the State of North Carolina, issued a call for delegates from every state organization to attend a conference in Raleigh, February 16, for the purpose of discussing the changes that should be made in the subjects taught in the public schools of the State.

Some fifty-six organizations responded to this call and the North Carolina State Federation of Labor was numbered among those attending. Mr. Roy R. Lawrence, president of the State Federation of Labor, and C. S. Boger, secretary of the Charlotte Central Labor Union, attended as delegates.

Mr. Lawrence addressed the meeting with seven points for its consideration and thought: 1. That the schools should be for the boys and girls and not the boys and the girls for the schools. 2. Not any of the present academic subjects should be dropped or eliminated from the schools. 3. A complete course in Vocational Guidance should be taught. 4. Complete courses in Industrial Arts and Vocational Training should be taught, meeting the needs of Industry and Commercial Business. 5. Intelligent and beneficial courses of Physical Education, Health, Hygiene, and Competitive Athletics should be given instruction under trained and directed supervision. 6. Complete courses of instruction should be taught in the cultural subjects such as: Music, Dramatics, Art, and Aesthetic Dancing. 7. Ungraded Classes for the backward and sub-normal child are important and should be carefully planned.

Mr. Lawrence emphatically stated that the schools should be taken out of politics and the politicians' hands and given over to the educators to operate, and further, that there is a certain group seeking to abolish education above the fifth grade. In closing it was stated that the public school teachers should receive a wage commensurate with their standard of living, requirements of their position, and the place that they occupy as builders of a community, state, and nation, and that the state should seek all possible Federal Aid for the support of the schools.

Organized Labor should feel duty bound to support the program of public education because of its importance in the educating of the boys and girls

in its homes. This matter should be given the unselfish, unrelenting support and assistance of every member of Organized Labor and when the call is sent out for aid for this educational program every member of Labor should respond as one man.

May Day—Child Health Day

On May 1st will be celebrated the tenth anniversary of National Child Health Day. In the years since its initiation by the American Child Health Association in 1924, the observance of the day has undergone significant changes. Each year it has struck a deeper note. Each year new groups have realized that they had a contribution to make. Steadily from May Day to May Day communities have come to understand that teamwork for child health is for the best interests of children.

Of all the values of May Day-Child Health Day, perhaps the greatest is the opportunity it presents to enlist the active interests of groups which might otherwise not give the subject of child health any particular thought, and to draw them into the general program.

The spirit of cooperation, be it purely local or state-wide, has been fostered by the activities which have had May Day-Child Health Day as their inspiration. Communities working together for a single project, have got a taste of real cooperation, and have discovered its values as well as its difficulties. They have found that working together was time-saving, money-saving, and even sometimes life-saving.

At this time, more than ever, when appropriations and budgets are being almost universally cut, individuals and groups should strive to come together for child-saving programs connected with the desperate needs of the hour.

The Conference of State and Provincial Health Authorities of North America, the body which last year assumed the future responsibility for the national conduct of Child Health Day, believes that adequate care for babies and for expectant and nursing mothers must be the foundation on which to build a nation of healthy children. They have therefore elected to continue the use this year of the slogan, **MOTHERS AND BABIES FIRST.** The health officers are fighting to maintain the public health measures which they believe most necessary to protect infant and maternal health. They need popular

support as never before. They will welcome the cooperative activities of groups of citizens drawn together in May Day-Child Health Day programs. In nearly every state the State Chairman for May Day is to be found in the State Board of Health—in the Bureau of Child Hygiene, where such exists. So that, where it seems desirable, the opportunity exists for promulgating a state-wide May Day program covering some particular aspect of child health.

More often, however, communities decide on their own local projects, which may cover babyhood, the pre-school age, or the child at school, or all three. Wherever or whatever the project, National Child Health Day is becoming year by year more productive of practical results.

From the first year of its observance, May Day-Child Health Day has had for its symbol the daisy. There is something in the milk white beauty of its petals which recalls the innocence of childhood. But those who know this flower will recognize also its vitality. Drought cannot kill the daisy; storms pass over it in vain. We want this vitality for our children; we want so to build that, as Calvin Coolidge once said, "America may produce men and women worthy of our standards of citizenship." This can only be done by joint action. No home, no school, no public or private agency can take on the whole task. Teamwork and understanding between all are needed to reach the goal of May Day—children whole and healthy in body, mind, and spirit.

Annual Youth Week Celebration Set for April 28-May 5

The annual observance of Youth Week has been set for April 28 to May 5, inclusive, by the National Youth Week Committee for the United States, of which Mr. Walter W. Head, nationally prominent financier and president of the Boy Scouts of America, is the chairman.

Starting as Boys' Week in 1920 through the initiative of the Rotary Club of New York City, this annual event has been taken up in thousands of cities all over the world, and each year assumes increasing importance and attracts additional support by organizations and individuals who have come to realize the value of devoting greater attention to the nation's greatest asset—youth.

During the past several years the feeling has gradually developed that

girls as well as boys should be publicly recognized by a week devoted to their interests. In many cases girls' weeks have been observed but in general it has been found more satisfactory to combine Boys' Week and Girls' Week into a Youth Week. This year the national committee has acceded to popular demand and changed its name to the National Youth Week Committee for the United States, and recommends that insofar as possible communities make their observances joint affairs, giving recognition to girls as well as to boys.

The special observances of each day of Youth Week will be: Saturday, April 28, Youth Recognition Day; Sunday, Youth Day in Churches; Monday, Youths' Vocational Day; Tuesday, Youths' Health Day and Evening at Home; Wednesday, Youth Day in Entertainment and Athletics; Thursday, Youth Day in Schools; Friday, Youth Day in Citizenship; Saturday, May 5, Youth Day Out-of-Doors.

Various striking features have been developed and adopted widely in connection with the week's celebration. On Youth Day in Schools, for example, efforts are made to have parents visit the schools, and speakers give talks emphasizing the value of an education. In some schools arrangements are made for boys and girls to act as school officials and to conduct classes for one or more periods.

Cooperation of the schools with the Youth Week program, of course, does not stop with Youth Day in Schools. School officials generally assist in planning the parade which is the feature of Youth Recognition Day. Likewise, the help of school men is essential to a successful carrying out of Youths' Vocational Day, Youths' Health Day, Youths' Day in Entertainment and Athletics, and Youth Day in Citizenship. In the case of the latter day the election of boys and girls to public offices in the community is usually handled by the schools.

Teachers desiring a manual of suggestions containing additional information about the 1934 Youth Week program may obtain one free of charge by writing to the National Youth Week Committee for the United States, Room 900, 211 West Wacker Drive, Chicago, Illinois.

"PEACE ON EARTH," a vivid anti-war play, has run now for two months at the Civic Repertory Theatre in New York City.

BOOKS

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

THE AMERICAN YEAR BOOK, 1932.
Edited by *Albert Bushnell Hart, LL.D.* The American Year Book Corporation (The New York Times), New York, N. Y., pp. 947. \$7.50.

Here is a Year Book that stands in a class by itself, both in methodical and scholarly treatment. The American Year Book is devoted almost entirely to the American scene of the year 1932, and international events receive treatment only when they had affected American life, directly or indirectly. The entire panorama of American life is compressed into seven major classes: HISTORICAL, AMERICAN GOVERNMENT, GOVERNMENTAL FUNCTIONS, ECONOMICS AND BUSINESS, SOCIAL CONDITIONS AND AIMS, SCIENCE—PRINCIPLES AND APPLICATION, and THE HUMANITIES, each of which is in turn divided into appropriate sections and treated by men and women who form the cream on the American intellectual horizon. A few names will suffice to indicate the position and the credibility of the preeminent contributors to the American Year Book: John B. Andrews, B.A., M.A., Ph.D., Secretary of the American Association for Labor Legislation, writes on Workmen's Compensation and Insurance; Charles E. Baldwin, former Acting Commissioner of Labor Statistics of the U. S. Department of Labor, writes on Labor Conditions and Organizations; Albert Croll Baugh, Ph.D., Professor of English at the University of Penna., writes on English language and Literature; Irving Fisher, Professor of Political Economy at Yale University, writes on the Prohibition controversy; Thomas N. Hoover, Professor of History at Ohio University, writes on Election Statistics of 1932; and few of the rest of 200 contributors are less distinguished in their respective fields of endeavor. The articles on the various sciences, such as medicine, chemistry, electrochemistry, oceanography, meteorology, climatology, surgery, psychology, etc., are handled by men and women who have acquired national and international renown in their fields. Not a branch of human cognition is overlooked. Under Social Conditions and Aims—The Humanities—there are

extremely interesting articles on the progress of sociology, socialism, trade unionism, literature, poetry, music, sculpture, painting, the theatre, etc., in the United States during the year 1932. Each section is complemented by an interesting and up-to-date bibliography concerning the subjects treated in the section, and by a comprehensive list of cognate societies from which readers may obtain more information concerning the subject or movement they are interested in.

The American Year Book reads like a thrilling novel, and as we read chapter after chapter the entire panorama of American life, with its shady and sunny sides, passes before our eyes and as we conclude the book a permanent record of America of 1932 remains indelible upon our minds. Without fear of contradiction, I pronounce the American Year Book as the best and the most scholarly annual record of contemporary American life published in the United States, and I fervently wish that all the teachers could afford to buy it each year!

MICHAEL B. SCHELER.

A BACKGROUND STUDY OF NEGRO COLLEGE STUDENTS. By *Dr. Ambrose Caliver*, Senior Specialist in the Education of Negroes, U. S. Office of Education, Bulletin No. 8, 1933.

As its name states, this study is an effort to survey the social, economic, cultural, academic, and intellectual background of Negro college students. Its purpose is twofold; its immediate objective is to establish criteria and to reveal trends for comparison; its ultimate aim is to improve educational conditions by furnishing information and suggesting principles to serve as guides in establishing and conducting a personnel program.

Data for the study were gathered from 1880 freshmen students from almost every state in the union attending 33 colleges for Negro youth, located in 13 southern states, 3 border states and in the District of Columbia. A personnel questionnaire which appears as Appendix II in the study was submitted to each student; and in addition the 1930 Edition of the American Council on Education psychological examination for high school graduates and college freshmen was administered to each student.

The tabulations and discussions of the results of the questionnaire and of the psychological tests are treated

in three parts. Part I has to do with certain personal interests, activities, and factors (health, etc.); Part II is concerned with relationships between kinds of schools previously attended; Part III approaches the problem from the status and educational equipment of the parents, brothers, and sisters of the students studied.

In discussing the need of the study, Caliver points out that "although this is a study of a large group of students its main justification is that it will assist in better understanding the individual." Effort should be made to identify those students who deviate from the average, either above or below, and to arrange to give them the special treatment which they need. Again and again he deplores the fact that students of superior minds are lost in the crowd and are never given the opportunity and stimulus to develop in their particular fields of superiority. In his conclusions he states that "there is serious lack of selectivity in Negro colleges as shown by the heterogeneity of their student bodies;" that some of the brightest students were found in colleges having lowest average scores, and vice versa. Furthermore he claims that the strongest indictment against the schools is the fact that superior students fail as much as average or inferior students, due to lack of attention to student interests.

One fact which constantly emerges from the study of the findings is that of individual and group differences among Negro college students; differing from white college students in degree rather than in kind. The median psychological scores of freshmen in the different colleges ranged from 26.33 to 131.

There appears to be lack of definite educational and vocational guidance programs in Negro schools and colleges. This is clearly shown in the students' expressions of preference for a college major and a life career, and in the intelligence of those students choosing certain careers. Every college should at least furnish students with objective scientific information concerning his curriculum or vocation.

One paragraph in the findings describes the typical Negro college freshman. He is 20 years old, has a mean psychological score of 76; comes from a family of 5 children, of which 1 has already graduated from college. His mother had 8 years of schooling, his father 9. In high school he read 21 books voluntarily, engaged in 3 hobbies, belonging to 3

organizations, and held 2 offices. His family has a monthly income of \$95.00. His home contains 5 or 6 rooms, and is occupied by 4 or 5 persons. His parents have 96 books in their home and take two magazines.

The study concludes with several concrete suggestions of interest to every one concerned with education of Negroes, emphasizing especially the need for personnel work and outlining briefly a concrete plan by which such work might be begun and conducted.

MAUDELL B. BOUSFIELD.

VOICE OF YOUTH—An Anthology of Poetry. The Viking Print Shop. Voorhis School for Boys, San Dimas, Calif. 75 cents postpaid.

If you are a parent, a teacher, are interested in boys, were ever young yourself, you will want to see *Voice of Youth*, an anthology of poems by pupils of the Voorhis School for Boys.

Twenty-eight poems have been selected from among hundreds.

This one will make you want to see the others.

A MURDER

Ben O'Brien

She ran laughing to meet me
All the way up to the pump—
It's a little more than a mile from the house—
And gayly called to me
Panting like a little puppy
Because she had run so far.
"Mommy told me I could come,
And I ran all the way."
And she stretched out her arms
To be picked up,
Her eyes shining with excitement and happiness.
And then what did I do?
I said, "Lord, child, what a dirty face!"
She stared at me just a minute,
Then turned and trudged back without another word,
Her excitement and happiness killed.
Some day I must account for that murder.

The CRY of the CHILDREN

BY

Dr. Abraham Lefkowitz

Price 10 Cents

Order from

THE TEACHERS UNION

70 Fifth Avenue

NEW YORK

CHILDREN OF THE DEPRESSION. By M. E. Haggerty. Bulletin No. 6—Day and Hour Series. University of Minnesota.

Have you read Professor M. E. Haggerty's bulletin entitled *Children of the Depression* published as Bulletin No. 6 of the "Day and Hour" series of the University of Minnesota?

Professor Haggerty states in this bulletin that the teachers have been fighting their own battles for too long a time. Their committees appear directly at the legislature and other places to plead their own cause and their own cause only. In answer to their arguments they are told that they are simply asking benefits for themselves.

Professor Haggerty develops the idea that education, as we have it in the United States now, is due to the efforts of other organizations such as the American Federation of Labor. He urges that the agencies interested in education be brought into alliance with the teachers to help fight the battle of the "Children of the Depression." He also urges that the teachers be brought into alliance with those agencies which are seeking a cure for the world's social and economic ills. The need for an outlook beyond the school world is required for the protection of that world.

It is only in a society built on a sound social and economic basis that a competent public school system can function. The teachers must help to build that society and join with those working to the same end for the greater as well as the lesser objective.

FIRST ANNUAL REPORT OF THE GUIDANCE DEPARTMENT OF THE SAMUEL J. TILDEN HIGH SCHOOL. By Elsa G. Becker. Samuel J. Tilden High School, Tilden Avenue East 57th Street, Brooklyn, New York. 24 pp.

In these days when "fads and frills" are being eliminated from many school systems all over the country, this pamphlet, which tells the story of how one school in New York City started a progressive program in the field of guidance is, to say the least, encouraging. Not only does the pamphlet tell about what was accomplished in the school year of September, 1932, to June, 1933, but it maps out its own concrete, forward-looking Five-Year Plan.

The pamphlet in tables and text answers such questions as: Who came to the Guidance Office, Why did they come, Who counseled the students who came, Is the interview a pleasant chat—and nothing more, What about testing, What besides interviewing made up a counselor's day, What machinery did the Guidance Office set up to facilitate its work, What became of the counseled students?

From the report one gathers that a knowledge of good vocational guidance techniques and a progressive educational approach characterized the work of the year. As a fellow union teacher, one cannot help but ask the following questions, however: Where did these teachers get their free time, were they allotted free time in the administrative set-up to do this work, or did other teachers in the school carry their teaching loads?

FLORENCE E. CLARK.

WOMEN WHO WORK. Grace Hutchins. International Publishers. 381 Fourth Ave., New York. Price \$2.00.

With a wage differential for women workers now officially recognized in about one-quarter of the N. R. A. codes, the question of equal opportunity for women in the United States once more comes sharply to the fore.

This question is discussed in a new book, *Women Who Work*, by Grace Hutchins—the first book in this country to deal with this and other problems from the viewpoint of women workers themselves. It is a volume of 288 pages, prepared under the auspices of the Labor Research Association, fresh and unusual in its approach, carefully documented but popular in style.

Topics dealt with include what women are doing in various occupations, as shown by the 1930 Census; problems of farm women and the part played by women in the recent agricultural strikes; teachers, nurses, office workers, telephone operators, saleswomen, domestic service workers, and their working conditions; factory workers and how the "New Deal" affects hours and wages in the main women-employing industries; problems of accidents, health, old age, and unemployment; problems of Negro women and the discrimination against them; women in the strikes of American labor history; extent of

trade union organization among women and the outlook for the future. A chapter is included on the status of women in the Union of Socialist Soviet Republics. An index adds to the value of the book for ready reference.

THE PICTORIAL HISTORY OF THE AMERICAN NEGRO. Pictorial History, Inc. Memphis, Tenn. 1933. 375 pp. \$5.

I wish some philanthropist would consent to send a copy of this book to Führer Hitler and to each of his deluded cohorts! And, incidentally, a copy could have been profitably sent to Chancellor Dollfuss before he loses his head and goes mad like his blood-relative in "Kultur" land. What a revelation—and perhaps an eye-opener—they would find in the dramatic story of the American Negro! Think of it! The black savage, the very antithesis of Hitler's conception of "pure Aryanism," who only a few centuries ago was hunted like cattle in Africa, loaded in freight ships, brought to the shores of "free America" against his will, and sold to the slave owners in the colonies as part of their property in perpetuity; who up to the sixties of the last century did not know how to read, write, and philosophize—could rise to intellectual and spiritual heights within the brief space of a few decades of so-called "freedom" . . . that would put to shame many an "Aryan apostle". What surprises yet the Negro has in store for the white man when he receives his genuine emancipation and freedom from his present economic and cultural shackles.

From obscure beginnings and in the face of despicable persecution, prejudice, and discrimination alike in the South and the North, despite the Emancipation Proclamation and the Fifteenth Amendment, the Negro slowly but surely attained positions in all fields of American life that are enviable as they are remarkable. Today there is not a nook or cranny in American civilization where the Negro's influence is not felt. In literature, philosophy, art, science, politics, religion, sociology, social work, etc., the Negro is doing his noble part and by his contributions has made America of today and will mould America of the future.

In format, in binding, in typography, in illustrations, in the simple but exhaustive tale of the rise of the Negro from the wilds of Africa to his present status in North America as told in the *Pictorial History of the*

American Negro, it has no compeer in the English speaking world. Moreover, it constitutes a valuable and timely contribution to the clarity of human thought at a period when a recrudescence of racial fanaticism and national bigotry threatens to engulf the civilized world and plunge humanity back to the Middle Ages.

MICHAEL B. SCHELER.

Book Notes

MANAGEMENT AND TEACHING TECHNIQUE IN THE ELEMENTARY SCHOOL. *George A. Retan*, Ph.D. Prentice-Hall, Inc. N. Y., 1933. 356 pp. \$2.00.

This book is intended for use by Sophomore classes who begin their teaching experience in the training school and who expect to go into rural one-room and consolidated schools before continuing their college work. It is a general treatment of a subject that has been more than amply covered during recent years. For those sophomores still optimistically expecting to find a teaching position the book may be used as a beginning guide.

AN INTRODUCTION TO BIOLOGY. *Elbert C. Cole*, Ph. D. John Wiley and Sons. N. Y., 1933. 496 pp. \$1.75.

A general and up-to-date introduction. The illustrations and diagrams are excellent. A good feature of the book is its division of subject matter which allows the individual teacher great leeway in planning the work in accordance with the available living material in the community without destroying the general unity of the study.

THE NATIONS AT WORK. *Packard, Sinnott, Overton*. Macmillan. N. Y., 1933. 634 pp. \$1.75.

A high school text-book in economic and commercial geography, excellently printed and admirably illustrated. A valuable, interesting, timely, and worth-while text.

SCHOOL BROADCASTING. World Peace Foundation. International Institute of Intellectual Cooperation of the League of Nations. Published in Paris. 201 pp. \$2.00.

A study of what has been done, and the results gained, in the use of the radio for education in many countries. Interesting reading.

THE EDUCATION OF VISUALLY HANDICAPPED CHILDREN. *Ralph Vickers Merry*. Dayton, Ohio. Vol. 19. The Harvard Studies in Education. Harvard University Press. 1933. 211 pp. \$2.50.

A highly specialized work covering every phase of the subject from a general consideration of the whole field of education for the blind, through the intelligence, personality problems, and guidance work for the children, and concluding with an excellent section devoted to the training of teachers.

WE LOOK ABOUT US. *Craig and Burke*. Ginn and Co. N. Y., 1933. 194 pp.

The first book in a new series designed to meet the needs of young children who are curious about elementary facts in general science. Some teachers will like it—and some won't. It depends on your teaching philosophy. In general, the material is presented in an interesting fashion, and is simple enough to interest the first grader for whom it is intended.

THE DYNAMICS OF THERAPY IN A CONTROLLED RELATIONSHIP. *Jessie Taft*. Macmillan. N. Y., 1933. 296 pp. \$1.50.

The author makes careful announcement of the fact that the word therapy is used instead of the word "treatment." She is a psychologist and has done much work in child guidance—indeed it is the child guidance type of work which comes closest to her usage of the word therapy. The book is carefully and exactly prepared, and should be of interest to anyone concerned with child guidance in any of its forms.

THE RIGHT BOOK FOR THE RIGHT CHILD. American Library Association, by a committee under chairmanship of Mary S. Wilkinson, graded by committee under Vivian Weedon and Carleton Washburne of the Winnetka Schools. John Day Co., N. Y., 1933. 288 pp. Index and directory.

An invaluable book for the teacher interested in guiding the reading of any age child. Books are noted by title and author, with short and excellent summaries for each. Particularly valuable for school libraries.

News from the Field

New Locals

The following locals have been chartered since the last issue of the American Teacher:

Huron, S. D.....	Local 273
Lucas County, Ohio.....	Local 274
Toledo Principals	Local 275
Bloomington, Ill.	Local 276
Hazleton, Pa.	Local 277
Kellogg, Idaho	Local 278
Greater Cleveland	Local 279
New Rochelle, N. Y.....	Local 280
Valley City State Teachers' College, N. D.	Local 281
Pulaski County, Ark.	Local 282
Salem, Ore.	Local 283
University of Michigan and Ann Arbor	Local 284
Tintic District, Utah.....	Local 285
Carolina School for Workers	Local 286

This is a significant list—city and country teachers; grade high school, normal, college, and university teachers; twelve states represented, three of which have not had teachers' unions within their limits before.

To the question, "Who Are Your Friends?," an ever increasing number of teachers appear to know the answer.

The American Federation of Teachers welcomes these earnest groups into the campaign for educational recovery.

Chicago

The general situation in Chicago is well known to our readers. No pay for the teachers for months; irregular pay days with tax warrants discounted 5% to 20% and little cash as payment; reduced salaries now unpaid for months.

The teachers have been compelled to live on credit. In some cases their creditors are becoming impatient. A Chicago teacher has received this letter from a lawyer for a Loop firm. This letter not only indicates a lack of patience on the part of the creditor, but what is much more important and informing, that the Chicago Board of Education has set up machinery for the protection of the creditors of the teachers to whom the city is indebted.

"I am, therefore, taking this opportunity to remind you that the Board of Education has provided a committee to hear the complaints of creditors upon whom Chicago teachers are working unreasonable hardships. It is my intention to place your case before them at their next meeting unless you call at within five days and make satisfactory arrangements for settlement of the account."

New York Local 5

In conformity with the long-time advocacy of teacher and labor representation on Boards of Education by both A. F. T. and A. F. L., the Teachers Union of New York is seeking to place a teacher on the Board of Education and to obtain labor representation.

The Union Teacher, publication of the Teachers Union, says:

The movement on foot to increase the size of the Board of Education is gaining mo-

mentum. The union is working not only for the larger board but for teacher and labor representation. In these days of educational reorganization, the point of view of both teachers and labor should be fully represented. This step is in harmony with the tendencies of the times.

The Union urges upon the new superintendent, Dr. Harold G. Campbell, the establishment of an advisory council of teachers.

The Union Teacher says on this subject:

We hope Dr. Harold G. Campbell will lose no time in availing himself of the latent talent within our great system, and select an educational advisory council composed of our foremost educators and teachers. We hope he will seek to substitute for the present useless Teachers' Council a Teachers' Council which is truly representative of the teaching staff, which is non-political, and which is educationally progressive in outlook.

The Union reaffirms its program and asks the cooperation of the new superintendent in the attainment of these ends:

The Teachers Union will continue its activities to establish the merit system, to make education creative, to assure teachers full academic freedom to individual instruction, to make cooperative activity the basis of our educational structure, to centralize educational responsibility, and to utilize to the fullest extent the potentialities of the entire school system.

Washington Local 8

The officers of the Teachers Union Local 8 for the year 1933-34 are:

President—Miss Mary C. Dent.
Vice-President General—Mrs. Edith Paul.
Vice-President Normal School—Miss Besie Lacey.
Vice-President Senior High School—Miss Clara Stutz.
Vice-President Junior High School—Mrs. Elizabeth Draper.
Vice-President Grades—Miss Annie Keliher.
Recording Secretary—Miss Eva Horvath.
Corresponding Secretary—Miss Florence Grant.
Treasurer—Miss Katherine Harrington.
Assistant Treasurer—Miss Jessie B. Edmondson.
Custodian—Miss Elizabeth Grahame.

Miss Dent, the president, says in THE DISTRICT TEACHER, the official publication of the Union:

"During the coming year our organization will continue the work it has carried on so faithfully in other years. We shall keep in touch with school policies, expressing our approval or disapproval of them. We shall seek to remedy injustices where they are found. We shall propose new measures where they seem necessary. We shall continue our legislative work. We shall endeavor to interest all teachers in our organization. As always we shall stand ready to give advice and active help wherever they are needed.

"We have petitioned the Board of Education for the placement on a preferred eligibility list for reappointment of those teachers forced to resign because of the operation of the married person's clause in the Economy Act. We shall work during the coming year to secure the repeal of the clause which made these resignations necessary.

"Last year there was much said about a new rating system for teachers. Unfortunately the elaborate and indefinite system drawn up by a committee of officials, no teachers being on said committee, did not meet with the approval of our organization. As an organization we reg-

istered our disapproval of it and petitioned the Superintendent to have the old system used last year. We then, after careful study, drew up a very simple rating sheet embodying the principles of rating fair to the teachers and submitted it to school officials. This year we shall work for the adoption of our rating sheet, because we feel that it is fair to the teacher, simple to administer, and gives a definite place for suggestions for the teacher's improvement. We are sure that in the matter of rating, that subject so near to every teacher's heart and capable of causing so much sorrow and dissatisfaction to the individual teacher, the teachers' views should be consulted and a rating system fair and acceptable to them adopted. We should like to see our system adopted because it is a fair and dignified one."

Memphis Local 52

A double victory has been won by Memphis' 1200 school teachers in abolishing summer school and postponement of their second "payless pay day" during the fiscal school year.

The Board of Education has decided to abolish summer school this year and to pay teachers' salaries for the month of March, which previously had been selected as the second payless month of the year for teachers.

Both moves were asked of the board two weeks ago by a delegation from the Memphis Teachers Association and a delegation from the Memphis Trades and Labor Council.

The board reserved the right to select the month when teachers will not be paid between now and July 1, when the new school year begins.

Miss Vivian Poindexter, president of the Memphis Teachers Association, told the board the teachers favored June and explained why. She said that June checks, paid July 1, would not be so badly missed by teachers because schools would be recessed for vacation days and teachers would not have carfare and lunches to pay for during July.

Since teachers were paid for only 10 months last and this year and face another 10 months pay for the coming year, the association had petitioned the board to abandon summer school.

Until the depression started, teachers were paid 12 months a year and required to teach summer school every third summer and attend school every third summer, leaving them one vacation of three months every third year.

Last year the requirement of attending school themselves was abolished.

Under the new set-up, teachers will teach nine months each year, have three full months vacation and be paid salaries for 10 months. They have six months more leisure during a three-year period and are paid six months less salary.

A committee from the Memphis Trades and Labor Council, which not only called on the board, but also conferred with Mayor Overton, is still endeavoring to have teachers paid salaries for 12 months instead of 10.

W. J. Prescott, president of the board, says salaries for 12 months will be restored when finances permit.

Night schools were dropped two years ago, one of the first economy measures taken by the school board.

Portland, Ore., Local 111

The new officers of the Portland Teachers' Union are President, Edna Scott; Recording Secretary, Hazel Browne; Financial Secretary, Hilma Anderson.

The Union is deeply concerned about the sales tax referendum and together with organized labor in the state is opposing this attempt to soak the poor.

After considerable negotiation with the Union the School Board raised the pay of a few substitutes. Also it righted the wrongs of substitutes in the schools in the number of required class periods.

The Union protested the use of the the schools by bankers for their thrift programs successfully.

Helping to collect delinquent taxes and to secure additional school revenue has been a major activity.

The Union is growing in numbers and influence. That influence extends beyond the city. Miss May Darling visited Salem and assisted a group of teachers there to form the Salem Teachers Union, Local 283.

Miss Darling also addressed all teachers and school employees of Kellogg, Idaho, and installed the Kellogg Teachers Association, Local 278.

Brookwood Local 189

Forty-five teachers and secretaries of workers' education projects attended the annual workers' education conference held at Brookwood Labor College February 24-25 under the auspices of Local 189.

The upsurge in workers' education is indicated by the fact that of the 30 projects reported on, 15 have been organized in the last six months. With thousands of new members flocking into the trade unions, the necessity for education as to the tactics, history, and aims of organized labor has impressed union leaders anew.

Public speaking, parliamentary law, economics, labor history, and trade union tactics are the subjects most frequently dealt with, although English, labor drama, current events, and recreational classes are also numerous.

Four new projects have been started in the South—the Highlander Folk School at Allardt, Tenn., the Carolina Workers' School at High Point, N. C., the Richmond (Va.) Workers' School, and a school for adults and children in the mining town of Holly Grove, W. Va.

The Amalgamated Clothing Workers have set up classes over a wide area in Pennsylvania and the educational department of the International Ladies' Garment Workers has classes in many centers. Locals of the American Federation of Hosiery Workers are subsidizing Brookwood extension classes in Boonton, Dover, and Washington, N. J., and Bangor, Pa.

Other projects reported on include Reading, Philadelphia, Roseto, and Pen Argyl, Pa.; Newark, Paterson, and Passaic, N. J.; Cleveland and Columbus, Ohio; New York, Boston, Milwaukee, New Haven, and California; the Bryn Mawr, Wisconsin, and Southern Summer Schools; the Women's Trade Union League, Pioneer Youth, Commonwealth College, and Brookwood.

Federal funds are available through the F. E. R. A. and the C. W. A. for the employment of otherwise unemployed teachers, but various obstacles to the satisfactory development of workers' classes under this plan were cited: Local superintendents of schools sometimes refuse to O. K. the projects or refuse the use of school

buildings and facilities. Teachers with a labor viewpoint and a technique of teaching workers are hard to find. As one educational director put it, "They are more interested in getting their students to 'public speak' on 'Inferiority Complexes' or 'Sex and the Movies' than on NRA and unemployment insurance." (Here is a field for the A. F. T.—not only to make these teachers union-conscious but to see that the standard of pay for such "relief" teachers does not undermine the standards of full-time teachers.)

More serious than these drawbacks is the danger that freedom of teaching and discussion will be curtailed, particularly where industrial conflicts are sharp and "leading citizens" are on the school board. ("One boss objected to the labor dramatics class because it made his employees feel that they were something besides shirt workers.") Although those in charge of the federal funds at the moment may be friendly toward workers' education, there is the possibility that another administration might take over the whole machinery, still under the guise of workers' education, for the sort of "power through gladness" propaganda of the Hitler regime.

The NRA has been the central topic in many economics classes and institutes. "Our students are very critical of the whole plan and are convinced that the workers will have to fight for anything they get, just as they have always done," was the general report.

HELEN G. NORTON.

Commonwealth Local 193

Nineteen thirty-three has not been a spectacular year at Commonwealth College, but it has been a year of steady progress. The work of the school, academic and industrial, has been improved. Enrollment for the year was about average, although it has become increasingly difficult for working class students to raise the relatively low tuition fee.

The financial situation of the school changed very little, if at all, during the year.

The personnel of the faculty has remained practically unchanged for the past three years, and these teachers have, of course, increased their efficiency.

The curriculum has been improved from year to year, and a constant effort is made to adapt the training at Commonwealth to the needs of active workers in the movement. The aim is to give the student not only a theoretical background but to add as much as possible to his factual knowledge.

An unflagging effort is made to imbue each student with the notion that radical activity is the only activity now-a-days worth his consideration and that in the labor movement he will find ample outlet for all his energies and sufficient opportunity to exercise whatever talents he may have or can develop.

San Francisco Local 215

The San Francisco Federation of Administrators is doing a craftsmanlike piece of work. It is (1) holding discussion meetings; (2) working through a number of consolidated committees on tenure, teacher load, etc.; (3) preparing an NRA code; (4) securing vital and valuable publicity through non-teacher organizations; and (5) it has stopped curriculum eliminations.

Chicago Elementary Local 199

The Elementary Teachers' Union of Chicago is gaining in membership rapidly. It is recouping its treasury with an elaborate card party. Its publication contains an excellent graphic chart indicating the high degree of cooperation by unions with worth while efforts to ameliorate distressing school conditions.

Washington Local 27

*"If the hills are high before, and the paths are hard to climb,
Keep a-pluggin' away.
And remember that successes come to him
that bides his time;
Keep a-pluggin' away."*

—Paul Laurence Dunbar.

This little motto has been the slogan of Local 27.

We have tried to keep a-pluggin'. Before school opened we held a get-together meeting of those executive members in town, mapping out plans for the ensuing year.

Our first high spot after school opened was the pleasant visit of Mrs. Hanson to our local in October. The words she spoke along the line of showing the importance and necessity of our unionized effort to better education sank deep. All were impressed by her depth and sincerity. To our surprise Mr. A. Phillip Randolph and Mr. Webster of the Brotherhood of Sleeping Car Porters came to see us also, speaking words of encouragement.

In November we gave a very delightful card party to help our finances; this object we accomplished and were able to pay some of our obligations. Miss Norma Boyd headed up the project.

Appeals have come to the union to help members hit by provisions of the economy act. We interviewed all of the Board members in their behalf and in some cases were able to modify the blow dealt by circumstance. We have placed before the House and Senate District Committees pleas for Community Center workers who desire to remain under the District Board of Education and not under the Commissioners directly. Through the good offices of Miss Selma Borchardt we were put in touch with Mr. Leroy A. Halbert, in charge of relief for unemployed teachers.

A committee of Local 27 gave three hours each evening for a week at the Phyllis Wheatley Y. W. C. A. where we interviewed and certified unemployed teachers. In this period of time we registered thirty-one persons of high qualifications, from those holding their master's degrees to others who were three and four year Normal graduates with records of successful teaching experience. Some had technical training in commercial, art, library, science, etc. Of this number so far only three have received CWA appointments. We are, however, still at work for them. We are making community research to find out what the adults need educationally in the hope of securing more employment and of improving the community itself.

Local 27 is now planning a campaign for new members.

At this writing, we have just lost by death a new member, Miss Jane Eleanor Dyson, teacher of Science at the Dunbar High School, who passed away after a very brief illness. A graduate of Cornell, she had given more than forty years of devoted service to the youth of this city.

MARY MASON JONES.

Superior Local 202

Last fall was a critical time for the school teachers of Superior, Wisconsin.

Checks were being honored by the city in scrip only; the 5% deductions from the teachers' checks for the state retirement system were over-due at the state capital; teachers could not get enough scrip redeemed to pay insurance premiums and similar debts and most appalling of all, the city council was contemplating a further pay cut of 25%. The City Council was smarting from the lash of an organized attack led by an interested minority of tax payers bent on this further reduction of 25%, effective January, 1934. Teachers were already on an 18% cut basis and in addition were losing \$100.00 in increases guaranteed by the schedule because the \$100.00 a year raise had not been granted the previous year. This last loss applied to all teachers who had not reached the maximum. This, then, was the situation last fall.

A few teachers had been interested in the A. F. of T. for some years and the group which had started the organization some years before, now reorganized and made a determined drive for membership. One committee prepared and distributed the following arguments in order to aid the drive.

Reasons for NOT Joining the Local Teachers Union

1. If you feel that your present wage is just and sufficient—Don't join the Union.
2. If you believe that this democracy is going to continue to be ruled by an infinitesimal minority—Don't join the Union.
3. If you think the teaching profession degrades itself by even remote association with the American Federation of Labor—Don't join.
4. If you are against the spirit of the N. R. A.—Don't join the local union of the American Federation of Teachers.
5. If you think the joys of teaching, professional ethics, and personal satisfaction in work well done are sufficient compensation for your work—and you can live on those beautiful abstractions—Don't join the A. F. of T.
6. If you value the opinion of a very small group above the convictions of 98% of the city's population—Don't join the local union of the American Federation of Teachers.

To the Open-Minded Teachers of Superior

John Dewey, one of America's most famous educators belongs to the American Federation of Teachers.

In 1919, salaries were increased in Superior for school teachers as a result of the support of wage earners and the labor group.

Not so long ago the city government decided the question of salary cuts of city employees including teachers. In the deciding vote—of the five that voted against the salary cuts suggested, three were labor endorsed councilmen.

The Superior Trades and Labor Assembly and every other organized labor group in the city has opposed salary cuts of school teachers. If it were not for the determined opposition of the labor group we would find ourselves with much more drastic reductions of salary than we have now.

DO YOU REALIZE THAT THIS OPPOSITION REPRESENTS THE WILL OF THE MAJORITY OF THE CITIZENS OF SUPERIOR?

Superior is a city whose large majority of population is engaged in either skilled or unskilled labor. Your membership in the Teachers Local of the American Federation of Teachers will help insure the con-

tinued support of labor in struggles over salaries in the near future.

In Superior there is no risk of antagonizing public opinion if you join the local unit of the American Federation of Teachers. If you expect to win back some of the ground lost it will be necessary to have the support of Labor.

TO GUARANTEE THAT SUPPORT, JOIN THE LOCAL A. F. OF T., NOW.

J. Henry Ohl, state official of the American Federation of Labor, has been the man that has been, time and again, responsible for killing legislation at Madison threatening the interests of teachers. In other words, Ohl has been fighting the battles down there of people who do not belong to the American Federation of Teachers.

Do you expect that Ohl at Madison and the Labor leaders here in Superior will continue to battle for you while you hold aloof from the A. F. of T.?

Join the local group of this powerful, nation-wide organization NOW.

In any case your good-will toward this movement will have everything to do with its success.

We were encouraged in our membership campaign by local labor leaders. We now have a membership of over half of the teaching force of the system.

Since last fall the Union has been active in accomplishing the following program:

1. Prompt payment of retirement fund checks.
2. Establishment of Cash Fund for payment of insurance premiums and similar debts by teachers.
3. Passage of School Board budget by City Council without further reduction in salaries.

The Union is a member of the Trades & Labor Assembly with delegates in regular attendance. A sympathetic ear has been turned to every plea we have made for cooperation. The Assembly has militantly backed every action we have taken, endorsing our efforts to maintain a fair wage scale with the entire organized labor forces of the city.

The local union recently sponsored a radio program over the local broadcasting station. The program, which was introduced by a prominent labor leader and member of the City Council, consisted chiefly of a dialogue between two Union members. The subject matter was taken from an article appearing in the December, 1933 issue of the "AMERICAN TEACHER" and entitled "Federal Taxation and the Schools." The author was Irving Brant.

R. A. MACDONALD,

Correspondent, American Teacher.

Tri-County, Wis., Local 240

On February 10, Tri-County Local 240 held a luncheon meeting in Appleton. Dr. Colin G. Welles, vice-president of A. F. T., was the guest speaker. He gave a most interesting and stimulating talk on the need of the unionization of teachers.

Sixty-five people representative of ten Wisconsin cities were present. An increasing interest in the union movement is evidenced.

Local 240 is advertising the A. F. T. and Chicago broadcasts and getting many listeners to the programs.

MABEL JOHNSON.

Chattanooga-Hamilton County Local 246

FEDERATION NEWS, bulletin of Local 246, is a union publication all right. It publishes an "unfair to union labor" list and explains the method by which a more progressive militant leadership in the State Association was secured.

The Local is promoting a series of lectures.

And This Is Charlotte, North Carolina

The Charlotte Public Schools were given a vacation of one day on December 7, so that the children from the first through the eleventh grade (we have but eleven grades in our high school now) could go downtown and witness a SANTA CLAUS PARADE, a display sponsored by the Charlotte Merchants and the Chamber of Commerce, as an advertising scheme to stimulate a Christmas buying ORGY. The PARADE was as near NOTHING as anything that this writer has ever witnessed, and if there was anything EDUCATIONAL shown, I failed to see it. The facts of the case are, first, the CHAMBER-MERCHANTS prevailed upon the School Board to lend the schools for the purpose of promoting business enterprise and propaganda. It is doubted very seriously whether the CHAMBER-MERCHANTS would close their business houses for the purpose of letting their employees witness fifteen minutes of a school work project, which by no possibility could amount to so little as this thing they dismissed school for; second, the whole work of three days was disrupted because of it; third, that the day that was lost must be made up by both teachers and pupils by adding one more day to the length of the school year. (There must be 160 teaching days in the 1933-1934 school year. Last year there were 180); and fourth, although a committee waited upon the School Board and protested against this holiday the CHAMBER-MERCHANTS had so sold their propaganda to the members of the Board that the protest had no effect. It is these same CHAMBER-MERCHANTS who voted down a tax supplement this past fall to keep the twelfth grade, nine months school and a livable wage for the teachers.

The Charlotte City Schools closed December 15 for the Christmas holidays and re-opened January 2, a vacation of eighteen (18) days. The teachers received salary checks (\$90.00 maximum) on December 8. The next one that the teachers received was on January 27, a total of fifty-one days with Christmas in between—on \$90.00. How do we do it? That's easy; just by not buying anything except what we eat and paying for the place in which we live, or by spending and going farther into the pit of debt. To many of us the CHAMBER-MERCHANTS have refused credit, because we cannot pay for what we have bought in the past.

The city of Charlotte owes the Charlotte teachers approximately two months' back salary from the school year of 1932-1933. In order to obtain this back salary the teachers were forced to enter a "friendly" suit with the city. The teachers won the suit in both the Superior and Supreme Courts before November 1. The joke is still on the teachers, as they have not received one penny of

the back salary up to the present time, in spite of the winning of the judgment in two courts. (Our lawyer has been paid for his services.) Yes, there is a reason for this, and the reason lies with our FRIENDS, BROTHERS, and NEIGHBORS, the Charlotte BANKERS ASSOCIATION, and with the City Manager of the City of Charlotte. The former refuses to loan the city any money whatever for the payment of teachers' salaries either past or present. That we call a fine spirit of Brotherly, Friendly, and Neighborly Love. (We have been aware for a long time that they hold such for the teachers and schools, as they have evidenced the fact before.) In the case of the City Manager, the man spends all of his time alibiing and passing the buck, or trying to see how many ways there are of getting out of paying the debt, instead of trying to see how many ways there are of making payment possible. We are beginning to believe that it would be a good idea to hire another City Manager, and there are other organizations who are beginning to feel the same way about the matter. It is a shameful fact that the judgment does not carry attachment papers with it. If it did, we might lay claim to a couple of the best fire-fighting trucks in the South, or the fleet of police cars. The whole amount owed to the teachers totals approximately \$90,000.00 and were it paid, 99% of it would be handed out right here in the city of Charlotte in less than two days to our CHAMBER-MERCHANT and BANKER FRIENDS. They fail to see that.

Well, we know that schools and teachers all over the country are in dire straits of necessity and suffering, but we could not refrain from letting you know that this is Charlotte, North Carolina, the HOME of Southern HOSPITALITY, GENEROSITY, and ARISTOCRACY.

Toledo Local 250

The Toledo Federation of Teachers is carrying on an intensive campaign for school protection.

It has requested the School Board to repeal the residence limitation rule and the regulation barring married women teachers from the schools of Toledo. It has also urged the School Board to increase compensation to 85% by the issuance of script against delinquent taxes.

A representative of Local 250 is looking after school interests in the pending legislation at Columbus. Plans for the initiation of an income tax law are being carried forward.

The delinquent tax drive of the Federation is now taken up and supported by county officials and the press.

The organization is growing in strength and influence. One hundred seventy-five new members have been added this month. Offices are maintained at 912 Adams St. A monthly bulletin is published under the editorship of Berenice Rairdon.

GERTURDE KINZLE.

Savanna, Ill., Local 255

The Savanna Teachers Union Local 255 is taking an active part in the school board election.

Miss E. Burns gave a very interesting talk on Alaska at a special meeting in January.

The social side of the Union is not neglected and a closely knit fraternal organization is resulting.

Grand Rapids Local 256

Grand Rapids Local 256 is carrying on an energetic campaign to interest the teachers in effective organization for school protection.

It is investigating tax delinquency and taking an active part in the school board election.

A public meeting is being planned for an early date in the spring.

AGNES LINSLEY.

Ashland Local 257

At a recent meeting this local passed resolutions commending the County Commissioners of Schuylkill County for fighting in Court the appeals of the coal-mining companies to have the assessed valuations of their holdings reduced to the extent of from twenty to twenty-five per cent. If these reductions are granted it will become necessary for most school districts in the county to repay out of reduced budgets approximately twenty-five per cent of the taxes paid by these companies during the last three years. Such reductions would, of course, also reduce to a similar extent the taxes to be paid by these companies in the future. In most of these districts mining is the only important industry and the coal lands constitute practically the only source of wealth. These lands are largely exploited for the benefit of absentee landlords who have no interest in matters pertaining to the welfare of the community. In many districts the taxes on these lands amount to from a third up to nearly the whole amount of the tax duplicate, so that the requested reduction, if granted, would bring about a serious crippling of educational and other socially useful activities.

Ashland Local 257 is doing what it can to combat the attempt to reduce school budgets by publishing articles in the county newspapers and by contact with other labor organizations.

Circulars calling attention to Mrs. Hanson's broadcast on Feb. 5 were sent to principals throughout the county for distribution to their teachers and newspaper publicity has also been used for the same purpose.

Although this local has been in existence for less than a year its membership has increased by more than one hundred per cent and several problems of importance to non-members as well as members have been solved by its help.

A night school giving employment to several previously unemployed teachers was started here recently under direction of the Federal Emergency Education Relief Council. Pay is at the rate of eighty cents an hour plus an extra hour's pay for every five hours of teaching. This would be equivalent to the present beginner's salary if computed on the basis of a full-time schedule.

Milwaukee County Federation of Teachers

"More than 500 new members have been added to the recently organized State Federation of Teachers in the last three weeks," Dr. Colin Welles, chairman, told the County Federation of Teachers at its annual dinner on Feb. 7 in the City Club.

Dr. Welles pointed out that a year ago

there were only three locals and that there now are six in the county federation.

The dinner was given by Local No. 212, Milwaukee, affiliated with the American Federation of Labor, as a welcome to a new local chartered in West Allis public schools. More than 200 attended.

"We who represent labor believe that teachers should become more closely affiliated with labor and the state federation is behind you in your efforts," Henry Ohl, president of the Wisconsin State Federation of Labor, told the group.

"This nation got into the mess it is in because the schools did not measure up to their possibilities. We have insisted that teachers must be free and teach that freedom to their pupils."

A new American society was advocated by Dr. Goodwin Watson, Teachers' College, Columbia University.

"The notion that profit is to continue from ownership must be set aside and groups from every occupation must plan for the new society," he said.

—Milwaukee Leader.

New Bedford Local 263

The New Bedford Teachers Union has an able printed bulletin with a thoroughly union approach to its problems.

It has some outstanding accomplishments to its credit, of which it may well be proud. It has successfully fought a Taxpayers' Association and kept its school system intact. It gives radio talks over WNBH. It has succeeded in stopping the virulence of the press attacks by insisting that all material given the newspapers be printed in full.

Naturally the membership is growing.

North Dakota State College Local 265

The North Dakota State College Local has some excellent mimeographed material stressing organization. If you would like it, write the secretary.

Watch this local; it will grow. So will organization in the state.

The officers of Local 265 are Dr. William C. Hunter, president; Dorothy Hatch, vice-president; Dr. Herbert C. Hanson, secretary-treasurer. The address is State College Sta., Fargo, N. D.

Tooele County, Utah, Local 270

The Tooele County Federation of Teachers held an open meeting at the Central school, Tooele, Monday evening, March 5. All teachers of the county, whether members of the union or not, were invited and most of them responded.

President Gerrish and a delegation from the union met with the board of education on March 2 at its regular meeting to confer with the board regarding the teachers' contracts to be issued for next year. A contract modeled by the local union will be submitted to the board for consideration.

Madison Local 35

Madison Local 35 has changed from a minority to a majority group. In two months its membership has increased 700%.

Lucas County, Ohio, Local 274

The Lucas County Federation of Teachers was started by fifteen charter members early in January, 1934. The charter was granted the second week in January to include the seventeen taxing units in Lucas County, Ohio. Our organization, which is growing every day, now includes 31% of all the teachers in Lucas County, 92% of Washington Twp., 52% Springfield Twp., and 100% Waterville Village.

The officers are:

President—Henry Lincke of Whitmer High School.

Executive Secretary—Robert Thompson of Whitmer High School.

Financial Secretary—W. H. Mall of Point Place High School.

Chairman of the Membership Committee—Russel Bear, Point Place High School.

Chairman of the Legislative Committee—Frank Duvendack of Point Place High School.

Chairman of the Publicity Committee—Florence Kukuk of Whitmer High School.

The teachers have received one back-pay check for September; the validity of their contracts has been guaranteed; and the tenure of their positions has been assured them.

The local newspaper is giving the teachers and the schools fine support.

It is planned that each of the seventeen individual taxing units will form its own organization for the study of its local problems. The entire county federation meets once each month.

The Lucas County Federation of Teachers is affiliated with the Central Labor Union of Toledo, Ohio; the Ohio State Federation of Labor; and the American Federation of Teachers.

ROBERT L. THOMPSON,
Executive Secretary.

Bloomington Local 276

The Bloomington Federation of Teachers is growing rapidly in membership. It now has a majority of the teachers of the city enrolled.

We are delighted with the way the organization is progressing, and we feel that we have accomplished a great many things already which we could not have accomplished were we not organized. At the meeting on March 5, we voted to affiliate with the local Trades and Labor Assembly.

WAHNETAH BRUMMETT.

Kellogg, Idaho, Local 278

On February 6 a group of the Kellogg public school teachers met and organized a local of the American Federation of Teachers known as the Kellogg Teachers Association. L. H. Thornburg was elected temporary president and Thomas B. Kelly, temporary secretary. An interesting meeting was held with visitors from the Miners' Union from Mullan, Wallace and Kellogg. Among the features discussed in the way of a program were Parent-Teachers' Associations for each school, open night in the schools, adult education, school buildings as community centers, federal aid for public schools.

On February 9 Miss May Darling from Portland, Ore., addressed all teachers and school employees. Miss Darling presented views of vital interest to the teaching profession to a large group.

Greater Cleveland Local 279

**Unorganized—Helpless;
Organized—Powerful!**

With the above spirit and a charter membership of 314, the Greater Cleveland Local organized as Local 279 of the American Federation of Teachers on February 6.

George J. Davis, East Technical High School, has been chosen president. The other officers elected are:

C. V. Vollbrecht, Cleveland Trade school, first vice president; M. J. Eck, John Adams High school, second vice president; E. F. Helman, John Adams High school, secretary; Carl H. Koch, West High school, treasurer; L. H. Mills, Glenville High school, sergeant-at-arms.

Trustees are Dr. Henry Harap, School of Education; Stanley Cornelius, East Technical High School, and Miss Anna B. Osborn, West High school.

The Local has employed an executive secretary and opened an office. The membership has already more than doubled.

The Union plans three methods of improving salary conditions for the teaching force in the public schools. One of the major efforts will be to "show up" those persons who can but do not pay their taxes. A special committee will be a sort of watchdog of the tax treasury. A legislative committee will watch legislative matters in Columbus in connection with school financing. The social studies curriculum in the schools also will receive special attention.

The Union has affiliated with the Cleveland Federation of Labor and its delegates have been seated in that body.

The Cleveland press, both in news stories and editorials, has given the new Union a good send off.

The Cleveland Plain Dealer says editorially, "Clearly the teachers have a case. Their right to present it, by the method they think best is unassailable."

An open meeting with Dr. John Dewey as the speaker was largely attended. The press account says:

"The eminent educator, one of the first members of one of the first teachers' unions in the country, advanced three main reasons why the teaching profession should align itself with organized labor.

"First," he said, "I believe that it is an abnormal situation when the hand is disconnected from the brain. Organized labor represents the hand—teaching the brain. The hand accomplishes what the brain directs.

Recognizes Debt to Labor

"Of course" Dr. Dewey continued, "I do not believe in all those things for which labor unions have sometimes stood in the past, but unions are founded on a common democratic principle, joining those who do the work of the world.

"Had it not been for the active support of the labor movement, Horace Mann and those educators who strove to obtain tax-supported public education, could not have accomplished their purpose, Dr. Dewey said. For this, teachers owe a debt to labor and this debt is the second reason for the desirability of affiliation, he added.

"Thirdly," Dr. Dewey said, "most professional organizations as now constituted fail to meet the full needs of the teachers. Any organization which looks out for the

economic welfare of its members needs no apology.

"But that is not the sole activity of teachers' unions. They resist the encroachments of politicians into the schools more effectively than any other group. They are interested and concern themselves with progressive education, and their collective efforts do more to stem attacks on public school systems than anything else."

Pulaski County, Ark., Local 282

The Arkansas Gazette of February 18 carries this interesting news item accurate except for numbers which should read 56.

Paul H. Harrison, teacher in Mabelvale school, was elected temporary chairman and Miss Jane Mayo, teacher at Badgett school, temporary secretary-treasurer of a Pulaski county unit of the American Federation of Teachers, affiliated with the American Federation of Labor, at a meeting of teachers of rural schools at the courthouse yesterday.

More than 40 teachers signed the petition for membership, and another meeting will be held within a week to perfect the organization. It was predicted that all rural teachers in the county will join the organization.

When the organization has been completed, it will apply to the American Federation of Labor for a charter, it was said, and D. T. Henderson, superintendent of the Pulaski County Special School District, announced that he intended to aid in the organization of similar chapters throughout the state.

Speakers yesterday besides the teachers who debated the merits of the organization for two hours, included Mr. Henderson, Ben D. Brickhouse, H. M. Thackrey, secretary-treasurer of the Arkansas State Federation of Labor, and Herbert Latkin, publisher of the Union Labor Bulletin.

The organization has been completed and the charter granted. This is our first public school local in the state of Arkansas, but from the reports which we are receiving it is but the beginning. Others will follow (Lonoke County already has) and soon we shall have a different story to tell of educational progress in Arkansas.

Who's Who in this Issue

James C. Adell is teacher of science at the John Hay High School, Cleveland, and holds the office of organizer in Greater Cleveland Local 279.

Dr. Henry Harap is professor of sociology at Western Reserve University and a charter member of Greater Cleveland Local 279.

Edward Emory Hill was for many years head of the history department of the Chicago Normal College.

Dr. Abraham Lefkowitz is vice-president of A. F. T. and legislative representative of New York Teachers Union Local 5.

Charles B. Stillman is past president of A. F. of T., present vice-president, and assistant principal in charge of Sabin High School in Chicago.

Dr. C. E. A. Winslow is professor of Public Health, School of Medicine, Yale University.

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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