

CONVENTION REPORTS ON PAGES 4, 5

Delegates Outline Policy for 1938-39

Although many of the important resolutions passed by the twenty-second annual convention of the American Federation of Teachers are summarized in the following story, all locals are urged to obtain a copy of the Proceedings of the National Convention from the National Office, 506 South Wabash, Chicago. There all resolutions passed by the Convention will be found in summarized form. One dollar per copy.

The key activity of the American Federation of Teachers during 1938-39 will be against attacks on the schools and for expansion of school facilities. In the movement to democratize the administration of education, locals are recommended to enlist the support of parents' groups, trade unions, civic bodies, and teachers' organizations for greater participation of teachers, parents and pupils in the formulation and administration of school policies.

It was resolved that teachers should be organized on the basis of the relation of the educational processes to the main social and economic issues of our society and that the Federation's organizing drive also include all educational workers. A drive for State federations was endorsed, and all locals were urged to affiliate with their respective State federations.

The Convention urged political unity between the A. F. of L. and the C. I. O. and suggested that all locals "co-operate and unite progressive forces behind single progressive candidates for each office." It condemned Mayor Hague of Jersey City and urged an immediate investigation by the LaFollette Civil Liberties committee. It reaffirmed its endorsement of the principles of industrial unionism. It urged the A. F. of L. and the C. I. O. to cooperate on local and national issues and that unity negotiations between the two groups be reopened. The executive council was directed to

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Legislative Progress Told By Grossman

In reporting the efforts of the Legislative Committee to promote legislation favorable to education, Mary Foley Grossman, chairman, said, "In our own period we find evidence that once again the moving flow of human relations influx is tending to establish new organizational forms, new principles of justice, and new interpretations of rights."

After some discussion of the growing power of labor in legislatures and a plea for labor unity that this influence might be further augmented, Mrs. Grossman discussed the work of the Committee with regard to several specific bills.

Expressing confidence that "we are nearer to achieving Federal aid to schools than at any other time in the history of America," the speaker emphasized the need for continued work and publicity to see that the bill is re-introduced at the next session of Congress and passed.

The report indicated that the A. F. of T. committee had been responsible for securing introduction of the Celler Bill for making permanent the benefits being received from the WPA adult education.

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Mrs. Roosevelt to Judge Contest

During the coming year the American Federation of Teachers will sponsor an essay contest for high school students on the subject, "Organized Labor and Americanism." Four prizes of \$125, \$75, \$50, and \$25 respectively will be awarded.

One of the judges of the contest will be Eleanor Roosevelt, member of the American Newspaper Guild and author of the widely-syndicated column, "My Day." The money for the prizes in the contest has been secured by President Jerome Davis.

Federal Aid Necessary, Says Reeves

(Picture on Page 7)

Of the 300 groups who worked with the President's Advisory Committee during the course of the hearings, no group gave us as great service as the representatives of the American Federation of Teachers, declared Floyd W. Reeves, chairman of the President's Advisory Committee on Education, in his address to the twenty-second annual convention of the A. F. of T.

After a brief outline of the history of the committee and the purpose for which it was established, Dr. Reeves discussed, first, the needs for Federal aid to education, and, second, the work of the Committee and the recommendations which it has made to Congress. The essential points of the recommendations have been incorporated in the Harrison-Thomas and the Fletcher Bills introduced into the last Congress and which the Federation hopes to have re-introduced in the next Congress.

Dr. Reeves's arguments regarding the need for Federal support of education centered around existing inequalities in ability to support education, the national character of the educational responsibility of the nation, and inequalities of educational opportunity among specific minority groups.

"There is," he said, "but one remedy for the situation of unequal educational opportunity existing in America today. That remedy is Federal aid to the schools. The Advisory Committee on Education

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Wanted:

Comments

"The American Teacher" will appear about November 15 with its regular magazine format. This issue of "The American Teacher," in newspaper form, was authorized by the executive council of the A. F. of T. as an experiment. Members of the organization are requested to send their comments, pro and con, to the editor.

The American Teacher

Official Organ of the American Federation of Teachers

VOLUME XXIII

September-October, 1938

6

No. 1

Roosevelt Hails Federation

THE WHITE HOUSE
WASHINGTON

July 6, 1938.

My dear Mr. Davis:

It gives me pleasure to extend to the American Federation of Teachers my hearty greetings and my best wishes for a most successful convention. Meetings of such organizations as yours help to center attention upon the work and the needs of the schools.

I hope that your deliberations will result in stimulating the teachers of the country and the public in general to redouble their efforts to secure for all the children the kind of schools to which they are entitled.

Very sincerely yours,

Mr. Jerome Davis,
President, American Federation
of Teachers,
489 Ocean Avenue,
West Haven, Connecticut.

Unity Keynote of Convention

Davis Elected by Close Vote

"For the first time since the split in the labor movement has been reflected in the American Federation of Teachers, I feel in this convention a genuine spirit of cooperation," said Lillian Herstein, Local 1, as she congratulated her opponent, Jerome Davis, Local 204, who had just been re-elected to lead the A. F. of T. for another year.

"Last year," Miss Herstein continued, "we talked unity. This time we haven't talked so much about unity, but we have actually cooperated. In the committee in which I worked, although we represented all parts of the country, there was such a spirit of cooperation that when we agreed the vote was nearly always about twenty-one to four."

Vice-presidents who were unopposed in the convention elections and automatically elected to the executive council were:

H. C. Brown, Local 442; Arthur Elder, Local 231; Mary J. Herrick, Local 1; Michael J. Eck, Local 279; Stanton Smith, Local 246; Mary Foley Grossman, Local 192; C. J. Hendley, Local 5; John D. Connors, Local 263; Doxey Wilkerson, Local 440.

The contested elections resulted as follows:

President
Jerome Davis, Local 204.....336
Lillian Herstein, Local 1.....274

Vice-Presidents
Hildur Erickson, Local 200.....290
Lila Hunter, Local 200.....322

Mercedes Nelson, Local 59.....308
Ruth Whitaker, Local 28.....303

Paul Preisler, Local 420.....309
John Woodruff, Local 579.....306

C. M. Ethredge, Local 422.....303
Allie Mann, Local 89.....308

George Axtelle, Local 460.....438
George Hartman, Local 537.....169

Lida Auville, Local 448.....262
Joel Seidman, Local 189.....351

New Editorial Board Appointed

At the post-convention meeting of the executive council the following editorial board was appointed for *The American Teacher*: Mary Herrick, chairman; George E. Axtelle; and Mercedes Nelson. In September the executive council unanimously approved the appointment of George T. Guernsey as managing editor of the journal. Kermit Eby, executive secretary of the Chicago Teachers union, was appointed consulting editor. William Wattenberg and Wesley Maurer were made technical editors.

Teachers Union Urges Democracy in Schools

Extensive drives for retrenchment in the program of free public education in the United States are again under way, according to a report of the Educational Policies Committee which was read to the A. F. of T. convention by Wanda Taeschner, chairman.

"In many cases this is being carried on under the guise of a campaign against 'fads and frills,'" Miss Taeschner declared. "Even more dangerous, though, are the attempts to label any real study of contemporary local public problems as 'subversive.' There is a very real conviction on the part of various groups that a democratic system of education is developing a democratic people—able to think, to vote, and to act in its own interests; and that such an alert, educated populace might be disastrous to certain vested interests in the nation."

With this in mind, the Committee adopted the following policies for the American Federation of Teachers:

1. That we shall, as a national committee, assume the functions of encouraging the locals to stimulate and preserve local initiative in the development of educational policy;

2. That our union leaders and union members in every community shall debate carefully and in public all matters of educational policy—curricular, administrative, and financial;

3. That we shall make the people conscious that educational policy, as all other kinds of policy in a democratic society, is the province of the people;

4. That we shall facilitate this return of policy to the people by raising to the level of articulateness people's opinions

Greetings

My dear Mr. Davis:

Will you please convey to the American Federation of Teachers in convention assembled my sincere personal and official best wishes for a most constructive convention. There will doubtless be brought before your body for decision problems of far-reaching importance not only to your profession but to the country as a whole. The teachers are in a strategic position to mold the mind of the youth of our nation, and I am sure you are all mindful of the responsibility this entails. I am sure all of these factors will be considered in formulating policies and pronouncements.

I hope your sessions will prove harmonious and productive of much good for all.

Sincerely and fraternally,
(Signed) William Green.

about what they think American schools are doing and should do to help them in analyzing, understanding, and acting to solve the problems that we all face.

In order to carry out these policies the committee submitted the following program of action:

1. That each local set up a committee on educational policy and public relations.

2. That under the direction of this Committee there be established a speaker's bureau to discuss the problems of democratic education before interested civic, service, fraternal, church, and student groups.

3. That the purpose of these speakers shall be to raise the issues, invite discussion, criticism, and suggestions.

4. That these criticisms, suggestions, and recommendations be

(Continued on page 2, column 2)

Teachers Lauded by Dr. Reeves

(Continued from page 1)

cation therefore recommends Federal aid to equalize burdens and to give the educationally underprivileged their rightful due. The use of Federal funds for educational purposes means, of course, taking tax money collected in the wealthier regions for the support of the schools in another. It means collecting taxes in one state for the support of the schools in another. It means collecting taxes in cities for the support of schools in rural areas. It means collecting taxes from white taxpayers for the education of negroes."

Mr. Reeves classified the need for Federal aid under three general heads: aid for improvement in the preparation of teachers; aid for the erection of better school buildings; and a special grant devoted to assistance in the administration of state departments of education.

In criticizing the administration of the Smith-Hughes Act for aid in vocational education, Mr. Reeves said, "The type of training offered for the younger pupils in trade and industrial classes has, on the whole, been too narrowly conceived. In most cases children have been enrolled without adequate introductory guidance and explanatory courses. The very great importance of vocational guidance in connection with vocational education has not been given sufficient recognition. In many cases, programs for the skilled trades have been organized and carried on without sufficient regard for the alternative possibility of cooperating in apprentice training under the direct auspices of industry and labor. A number of cases were brought to the attention of the Committee in which Federally aided schools had arranged for the employment of pupils in privately owned establishments at wage rates below any appropriate minimum level. In some cases these trainees worked without any wage whatsoever for as many as twenty hours a week."

The Advisory Committee summarized its findings on vocational education as follows: "There is

ERASE THEM

"Resolved. That every effort be made by the American Federation of Teachers nationally and by its locals to repeal loyalty oath legislation in the twenty-one states which require such oaths and to prevent the enactment of loyalty oath legislation in any state where such action is contemplated."

—Excerpt from resolution on Academic Freedom and Democratization of the School System.

great need for an expanded program of vocational education. There should be less Federal control over this program. A closer relationship should exist between vocational education and general education. . . ."

Dr. Reeves stated that plans are under way to secure the re-introduction of the Harrison-Thomas and the Fletcher Bills at the next session of Congress. These bills, containing many of the recommendations of the committee, were lost in committee at the last session.

EXTRA COPIES

Additional copies of this issue of "The American Teacher" in newspaper format may be obtained from the National Office at the rate of \$1.00 per hundred copies. Fill out this order blank and distribute "The American Teacher" to all

THE VICTORY HONOR ROLL

Prepared by Arnold Shukotoff
Chairman, Committee on Academic Freedom

1. The passage by the Board of Higher Education of the City of New York of by-laws of tenure and democracy which mark a significant departure in the administration of municipal colleges. . . . The by-laws of tenure, in specifying the grounds for dismissal, specifically state that the charge, *conduct unbecoming a teacher*, may not be so interpreted as to involve interference with academic freedom.

2. The reinstatement to the faculty of the University of Minnesota on January 28, 1938, of Professor William A. Schaper, dismissed with a summary examination more than twenty years ago during the world war hysteria on the charge that he was "a rabid pro-German." The Board of Regents of the University, in reinstating Professor Schaper adopted a significant statement in which it guaranteed freedom to members of the faculty in the exposition of their subjects, in the choice of research subjects, and in the exercise of their rights as citizens outside the classroom.

3. The effective defense and the winning of tenure laws by teachers in seven states.

4. The defeat by the teachers of Chicago of the Johnson Vocational Plan, an attempt to curtail freedom of thought by vocationalizing the high school curriculum to the extent of 80 per cent and a semi-fascist effort to secure free "learners" labor for manufacturers in the area.

5. The adoption by the Minnesota State Board of Education of a resolution on May 9 unanimously affirming its "belief in academic freedom and the rights of teachers as citizens to join organizations of their own choosing without coercion and without discrimination."

6. The appointment as an extra-curricular

counselor at Harvard of Professor Granville Hicks, well-known Marxist critic and scholar, who was dismissed two years ago for his ideas from Rensselaer Polytechnic Institute.

7. The successful efforts of the New Orleans local to prevent passage of a new type of loyalty oath law which would compel all public employees to take an oath of allegiance.

8. The success of the California local in forestalling the attempt of the California State School Board to revoke the teaching license of Victor Jewett, dismissed in 1936 for his activities in behalf of organized labor.

9. The achievement of the New York locals in securing the veto by Governor Lehman of the McNaboo-Daveney gag bill, which had passed both houses of the Legislature.

10. Finally the heroic work of the teachers in Flint, Michigan, who have for the past year financially supported two teachers dismissed last year for union activity.

To these items, said Mr. Shukotoff, should be added four events:

1. The publication of a report on the cases of Professors J. Raymond Walsh and Alan R. Swezey by a committee of nine eminent Harvard professors.

2. The publication of the book, "The Higher Learning in a Democracy," by Professor Harry D. Gideonse, opposing the authoritarian educational philosophy of President Hutchins.

3. The second picketing of the Yale Corporation on June 11 in behalf of the case of Jerome Davis.

4. The appointment of Jerome Davis to an important position with an Eastern university.

A.F. of T. Urges U. S. Health Plan Democracy Backed by Delegates in Classroom

(Continued from page 1)

brought back to the educational committee of the local and finally forwarded to the National Educational Policies Committee.

5. That all means of popular education be used, such as the radio and press and forum platform.

6. That cooperation be established with other professional educational organizations throughout the state.

7. That the basis of study and point of departure for this program be the pamphlet by Dr. Studebaker, "The Crucial Issues of American Education," and "The Report of the President's Advisory Committee on Education."

The remainder of the report of the Committee was presented in the form of a panel discussion by members who have had experience in meeting the various types of problems outlined in the first section of the report. Lila Hunter of Washington presented a description of the political situation in her state. Helen Taggart of Chicago described the attacks upon public education in that city and told of the work of the Union in warding them off. Albin Winspear discussed the technique of attacks upon the schools and methods employed in opposing such attacks. Samuel Wallach of New York discussed the work of his local in educating their teachers in the use of a program such as that recommended by the Educational Policies Committee.

Clarence Smith of the Essex County, New Jersey, Local told of techniques used in giving meaning to the term "democracy" in the eyes of the public. William Wattenberg, director of publicity for the National Office, closed the panel discussion with a view of the methods used by journalists to discredit education and the personnel of the profession and described methods of counteracting such propaganda.

(Continued from page 1)
pay the special organizational tax levied by the A. F. of L. last year on the assumption that this money would be returned to the A. F. of T. for organizational purposes.

During the coming year the American Federation of Teachers decided to support the Nye resolution calling for lifting the embargo on Spain and continue to aid the Loyalist Government. It urged participation in a boycott of Japanese goods in this country and disapproves of the continuation of the exchange of students and of professors with the Nazi German regime.

Because delegates to the Convention felt that the health of citizens is the responsibility of the whole community, Federal and State governments should inaugurate and promote a comprehensive program of free public health.

The Education Policies committee urged the introduction into the schools of "a thoroughgoing, realistic history of the labor movement, a true analysis and evaluation of democratic institutions and of democratic and undemocratic trends, peace education, education in folk culture, and consumer education."

The American Federation of Teachers urged the retention and enrichment of cultural subjects in vocational courses. It endorsed interest grouping instead of ability grouping. It encourages locals to work for adequate nutrition, medical inspection, a complete program of guidance, reduction of class size, and free textbooks.

A number of resolutions were passed supporting teachers unjustly dismissed or denied deserved promotion, and Helen Carleton was commended by the delegates to the Convention for refusing to take the place of a teacher unjustly dismissed.

The Committee on Academic Freedom drew up a statement on academic freedom, tenure, and democracy which was to be submitted to all locals, amended, and returned to the committee.

The Convention endorsed the continuation and the extension of the WPA educational program. A standing committee on

A GOAL TO SHOOT AT

A telegram sent in the name of the convention to former Vice-President Hugh DeLacey of Seattle, Washington, in congratulating him upon the arrival of twins in his family, expressed the hope that the percentage of increase in the membership of the A. F. of T. in Washington might equal that of Mr. DeLacey's family.

education by radio was created.

The Tenure committee presented a resolution against "pupil teachers, apprentice teachers, teachers-in-training, and substitute teachers for the purpose of wage-cutting and of undermining tenure rights."

During the coming year the American Federation of Teachers will undertake a study of working conditions of teachers in all parts of the country, the findings of which will be published in a series of bulletins. It will also conduct a campaign for the extension of the sabbatical leave and will continue to oppose the dismissal of women teachers because of marriage.

The Convention endorsed the establishment of a college scholarship fund by the A. F. of L.

It was decided that the A. F. of T. would cooperate with progressive youth organizations and it was suggested that next year's convention give greater prominence to student problems.

CONSUMERS UNION

Dr. Colston Warne, member of the Union, spoke to the Convention on the work of Consumers Union and the difficulties which the organization faced. Professor Warne, who is president of Consumers Union, pointed out that four of the sixteen directors of Consumers Union are members of the A. F. of T.

Consumers Union has more than 60,000 members, according to Professor Warne, who stated that the *New York Times* and other New York newspapers had refused advertising from his organization.

Legislative Gains Told at Meeting

(Continued from page 1)

cation project and told of the work of Congressmen Sirovitch, Coffee and Pepper to secure permanent Federal subsidy of art and theatre.

Much discussion and agitation for repeal of extensive amendment of the Wagner Act, Mrs. Grossman said, took place during the session. While labor was successful in securing the passage of the Wages and Hours Bill, it failed to secure passage of the amendment to the Walsh-Healy Bill, which provided among other things that firms handling government contracts must abide by the provisions of the National Labor Relations Act.

The Congressional investigation of monopoly, and particularly that relating to the radio and moving-picture industries, should be closely watched according to the recommendations of the Committee. In relation to the Neely-Pettengill Bill for the prohibition of block booking in distribution of films, the Committee recommended that considerable study be given the purposes and implications of the Bill to discover whether or not it represents an effort to prevent the distribution of socially desirable pictures.

The report indicated that the Committee had used its Washington influence to promote bills looking toward the establishment of a foreign policy of cooperation against aggressor nations. It supported the O'Connell Peace Act and opposed the Sheppard-Hill Bill because of its conscription clause.

Mrs. Grossman entered a plea for the support and maintenance of the Senate Committee on Civil Liberties. In the area of state legislation, it was pointed out that the Tenure Bill passed by the 1937 legislature in Pennsylvania has successfully withstood all attacks upon its constitutionality.

The establishment of a Model Bill bureau and its purpose and functioning were described.

In closing the chairman of the Legislative Committee pointed out that, "As teachers affiliated with labor, we are able to give the kind of leadership the schools of America need."

Enlarge WPA, Teachers Ask at Convention

The convention adopted ten resolutions dealing with the WPA educational program. One favored continuance of the federal education program, and another endorsed the Celler bill. Wholesale and arbitrary shut-downs of education projects were opposed, as were WPA investigations. Erie, Pa., dismissal and demotions for political activity were protested.

The union called for the abolition of the rule under which WPA workers are to be laid off if they absent themselves from work on five or more consecutive days. The priority rule was protested as unfair and demand was made for modification so that the family could select its priority worker.

A resolution passed called for immediate expansion of the WPA projects to provide jobs for all unemployed persons at prevailing wages, with unemployment and ability to do the work to be the criteria for employment, rather than relief certification.

The final resolution endorsed the Federal Arts Act and urged local educational authorities to grant teaching credit to teachers on the WPA projects.

A charter for WPA teachers was drawn up, calling for permanency, adequate wages, vacations, sick leave with pay, teacher credit, professional standards, and teacher training on working time.

WPA Helps Democracy to Function

"Under the auspices of the Works Progress Administration more people have gone to school than have received educational advantages in the colleges of America in the last decade," commented George Hartmann, Columbia university, opening the A. F. of T. session on WPA adult education.

Dr. Hartmann suggested that the field had evoked wide popular interest because of the growing recognition of the need for continuous formal education in a period of rapid social change.

Following the discussion, Orle Pell discussed the need for workers' education, describing present efforts of the Affiliated Schools for Workers, and Frances Comfort discussed the work of the Detroit Local of the A. F. of T. in carrying on a program of industrial workers' education in its city.

Laura Liebman, New York City, described the scope and nature of the WPA program, indicating the various courses taught, services offered, and projects undertaken. In enlarging upon the present status of the WPA, Herbert Wheelin said, "No longer is the WPA educational program an experiment of dubious character. Despite the many difficulties, the WPA teachers have built a constructive educational force in the life of America."

Maurice Wheeler discussed the future of the adult education program, as the closing talk of the symposium, which was headed by Joel Seidman, Vice-President in charge of WPA and Adult Education.

Office of Education Offers Radio Scripts

Do you know that the Office of Education will supply you, through its Educational Script Exchange, with radio scripts? Among the publications one may receive from the Superintendent of Documents are: a bibliography called "Consumers' Services of Government Agencies"; price lists of all publications without cost; and the leaflet called "The Weekly List of Selected United States Government Publications." A request to the Superintendent of Documents, Government Printing Office, Washington, D. C., will put you on the mailing list.



RALPH W. TYLER, member of Local 438, Columbus, Ohio, who starts his new duties this month as chairman of the department of education, University of Chicago.

College Teachers Elect Organizing Committee for '39

At the meeting of the College section at the A. F. of T. convention chairmen were appointed as follows for regional committees: Charles Obermeyer of Teachers college, Columbia university, chairman, Eastern division; William E. Roth of the Milwaukee Center of the University of Wisconsin, chairman, Middle West area; Harold Brown of Stanford university, chairman, West Coast area; Albin Winspear, Wisconsin, member-at-large.

The older locals were asked to study the problem of how to organize college teachers and it was recommended that an assessment of one dollar per member should be made in the College section to carry on the work of organization. Also that state and regional conferences be planned, summer session committees organized, special attention given to schools of education and teachers' colleges, and that a conference of the College section be called the day previous to the annual convention.

Mexican Conference

The Pan-American conference on education to be held in Mexico City in December will have as its theme the defense and extension of democracy, according to the report of former vice-president Harry C. Steinmetz of San Diego. It was initiated by the union of Mexican educational workers called STERM, which enrolls about 90 per cent of all such workers in the country, the union of professors of Chile, and the Progressive Education association.

Teachers Greeted by Labor

Stressing the part which teachers may play in the labor movement and the urgent need for unity in the labor movement, four representatives of organized labor addressed various sessions of the American Federation of Teachers convention.

Thomas J. Martin, national vice-president of the Typographical Union and president of the Cleveland Board of Education, delivered an address of welcome to the convention. Other speakers were George L. Googe, head of the Southern organizing committee of the A. F. of T.; Thomas J. Donnelly, secretary-treasurer of the Ohio State Federation of Labor, and James A. Wilson, Director of the International Labor Association.

After describing certain problems in the work of organized labor and the strength of the movement, Mr. Martin left this warning with the delegates: "You are going to make sacrifices in this labor movement. You are going to sacrifice your time. You are going to sacrifice your money. You are going to sacrifice in the classroom with extra effort in order to instill in the minds of the juveniles of the entire nation just what we expect from them as citizens."

In addition to the place of the teaching profession in the labor movement, Mr. Donnelly stressed

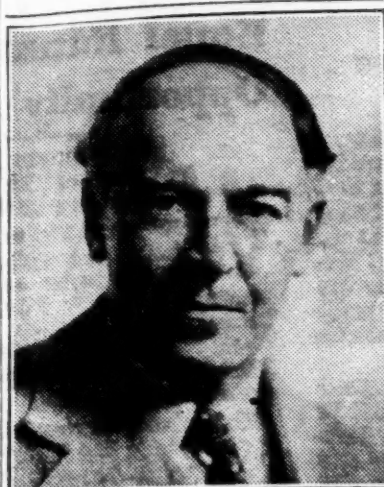
Excerpts from George L. Googe's address will be found on page 4 of this issue.

the responsibility of the teacher in molding the future of the nation.

"We say to you as working men and working women representing the American Federation of Labor that the place for children is in the school, not in the factory," said Mr. Donnelly. "We say to you that the future of this country, the future of this republic, will rest upon the morals and intelligence of the rising generation and that when we pass on, this republic will live or die according to the intelligence of the coming generation."

Mr. Wilson explained that the International Labor Organization was formed at the instigation of Samuel Gompers at the close of the World War and held as its main objective the formation of an international body for the consideration of the welfare of the working population of the world.

Sound Tenure Law Advocated



ODELL SHEPARD, president of Local 556, Hartford County Federation of Teachers, who was awarded a Pulitzer prize for his "Pedler's Progress." His new book, "The Journals of Bronson Alcott," has just been published.

Unions Lead Fight Throughout World for Better Schools

In a report which included sketches of educational conditions and the status of teachers' union activity in twenty-nine countries of the world, Selma Borchardt, Chairman of the International Relations Committee and Vice-President of the World Federation of Education associations, compared strikingly the position of the teacher in society and of education in the democratic countries with those in dictatorships.

Teachers' unions in every part of the world, the report showed, are fighting for the improvement both of working conditions of the teachers and of the level of efficiency attained by the educational system in general.

Of particular interest were sections of the report dealing with Czechoslovakia, China, and Spain. Teachers in Czechoslovakia are fighting vigorously for a broad program and to maintain democracy through education in the face of extensive Nazi propaganda.

The section on China emphasizes the unity produced by the war, which has been expressed educationally by the adoption of such emergency devices as street schools and a monitorial system.

In Spain, Miss Borchardt reported, teachers divide their energies between teaching illiterate comrades in the trenches and warding off attacks.

The report closed with the following recommendation: "Let us continue to make a careful analysis of facts and figures pertaining to human welfare gathered from all parts of the world. Let us meet our friends everywhere, free or enslaved, and try to give encouragement for an ideal which we proudly possess and profess."

'Building America' Traces Education

"In some twenty years of close association with problems of school publicity, I have never seen anything more effective than the 'Education' number (January, 1938) of *Building America*. Somehow every school superintendent in the nation should see it—every principal and teacher, and certainly every parent," said Professor Clyde R. Miller of Teachers College, Columbia, in commenting on the photographic magazine dealing with modern problems, published by the Society for Curriculum Study. Dr. James E. Mendenhall of the Lincoln school, Teachers college, Columbia university, is editor of the publication.

The Committee on Tenure returned a three part report to the delegates to the convention. The first portion of the report contained a series of fourteen points considered basic essentials for a good tenure law. The second part consisted of a series of suggestions for the national organization to consider, and the third some recommendations of the committee. The fourteen basic essentials of a good tenure law as listed by the committee are as follows:

1. All full-time regular professional employees in an educational institution should be protected by tenure.
2. Tenure should be guaranteed by contract between the employee and educational institution.
3. There should be no probationary period.
4. Tenure should be permanent while good performance continues.
5. Tenure laws should make possible dismissal of incompetent teachers.
6. Reasons for dismissal should be definite and objective. Economy purposes should be excluded as a dismissal reason. No teacher should be discriminated against because of exercise of his or her constitutional rights as a citizen. Reasons based on race, creed, color, political activity, marital state, organizational activity should be excluded.
7. Notices of dismissal should be in writing, stating reasons and should enable the employee to have reasonable time for preparing defense.
8. Boards should have the right of immediate suspension of employee pending investigation of charges. The employee who is maintained should receive complete restoration of salary lost during suspension.
9. The procedure for notice of dismissal, hearing and appeal should be clearly defined in detail.
10. There should be a right to a hearing, public, if desired by the employee.
11. There should be a right of the employee to present evidence, call witnesses, cross-examine, and to be represented by counsel.
12. There should be right of final appeal to the courts. Such appeal should require a review of the case from the beginning if requested.
13. Seniority rights in suspension and return should be maintained where reductions are necessitated by a decline in the pupil population.
14. Waiver of tenure rights by employee should be prohibited.

This portion of the report was discussed briefly and adopted in full. The committee recommended that the National A. F. of T. study the question of state-wide tenure, the relation of certification-licensing requirements, supervision and rating practices to tenure, the question of tenure for superintendents, the value of placing the initial hearing before an arbitration board, and the problems surrounding college and private-school tenure.

Specific recommendations included: national set-up of a separate tenure committee; preparation of a list of tenure essentials; study of present tenure laws and regulations for public, public-supported, and private institutions of learning; preparation of model bills for these groups, to be used as a basis for adaptation to specific needs; publication of research material concerning enactment, enforcement, and maintenance of tenure; suggestions to locals for studies of tenure problems and other aspects of their respective local situations; establishment of means of national cooperation with organizations interested in tenure; participation of the national organization in the Federal defense of significant tenure cases.

SIXTY-NINE A. F. OF T. LOCALS ORGANIZED SINCE SEPTEMBER, 1937

No. 523 St. Paul Adult Education Teachers.
No. 524 Duluth, Minn., Federation of Adult Education Teachers.
No. 525 St. Cloud, Minn., Federation of Adult Education Teachers.
No. 526 Detroit Lakes, Minn., Area Adult Education Teachers.
No. 527 New Orleans League of Classroom Teachers.
No. 528 Macoupin County, Ill., Teachers Union.
No. 529 Klickitat County, Wash., Teachers Union.
No. 530 Taylor Springs, Ill., Teachers Union.
No. 531 Aitkin, Minn., Federation of Teachers.
No. 532 Gilbert, Minn., Assn. of Teachers.
No. 533 Chisholm, Minn., Federation of Teachers.
No. 534 Federation of Federal Teachers, WPA District No. 10, Penn.
No. 535 Federation of Federal Teachers, WPA District No. 2, Penn.
No. 536 Jefferson Parish, La., Colored Teachers' Institute.
No. 537 New York City College Teachers Union.
No. 538 Columbus Classroom Teachers Assn., Columbus and Franklin County, O.
No. 539 Brainerd Federation of Adult Education Teachers, Brainerd, Minn.
No. 540 Rockford Federation of Teachers, Rockford, Ill.
No. 541 Island Empire Federal Teachers Union, Spokane, Wash.
No. 542 Havre Federation of Teachers, Havre, Mont.
No. 543 Winnebago County, Ill., Federal Teachers Union.
No. 544 Winnipeg-Manitoba, Canada, Hebrew Jewish Teachers Assn.

No. 545 Springfield, Ill., Men Teachers Federation.
No. 546 Daytona Beach, Fla., Federation of Teachers.
No. 547 Erie County, N. Y., Adult Teachers Federation.
No. 548 Arnold-New Kensington District, Penn., Federation of Teachers.
No. 549 Farrell, Penn., Federation of Teachers.
No. 550 Lucas County, O., Federal Teachers Local.
No. 551 Area No. 14, Penn., Federation of Federal Teachers.
No. 552 Princeton and Mercer Co., N. J., College Local.
No. 553 Washington, D. C., Private School Teachers Union.
No. 554 Alexandria, Va., Teachers Association.
No. 555 Lawrence, Kan., Local.
No. 556 Hartford County, Conn., Federation of Teachers.
No. 557 Kenosha County, Wis., Teachers Union.
No. 558 Lehigh County, Penn., Federation of Teachers.
No. 559 Denver, Colo., Adult Education Teachers Union.
No. 560 Assn. of Recreation and Education Leaders, Berks County, Penn.
No. 561 Federation of St. Cloud, Minnesota, College Teachers.
No. 562 University of Colorado Local.
No. 563 Birmingham, Ala., Federation of Teachers.
No. 564 Dayton, O., Federation of Teachers.
No. 565 Salt Lake City, Utah, Adult Teachers Union.
No. 566 Rochester, N. Y., Teachers Federation.
No. 567 Pueblo County, Colo., Teachers Local.
No. 568 Fargo, N. D., Teachers Union.
No. 569 Bogalusa, La., Federation of Teachers.

No. 570 Scranton, Penn., Federation of Teachers.
No. 571 West Suburban, Ill., Teachers Union.
No. 572 Yonkers, N. Y., Federation of Teachers.
No. 573 Ashley, Penn., Federation of Teachers.
No. 574 Women Teachers Federation, Springfield, Ill.
No. 575 Luzerne County, Penn., Federal Teachers Union.
No. 576 Sleepy Eye, Minn., Teachers Federation.
No. 577 Wilkes Barre, Penn., Federation of Teachers.
No. 578 Luzerne, Penn., Federation of Teachers.
No. 579 Harris County, Texas, Teachers Federation.
No. 580 Tri-Cities, Ill., Teachers Local No. 580.
No. 581 Indianapolis, Ind., Teachers Union.
No. 582 San Juan, Puerto Rico, Teachers' Union.
No. 583 Principals' League of Milwaukee, Wis.
No. 584 Lorain County, O., Federal Teachers' Union.
No. 585 Federal Adult Teachers' Union of Summit Co., O.
No. 586 Wichita, Kan., Federal Teachers' Union.
No. 587 Easton, Penn., Federation of Teachers.
No. 588 Hamilton County, O., Federal Teachers' Union.
No. 589 Erie County, N. Y., Federal Teachers' Union.
No. 590 Bucks County, Penn., Federation of Federal Teachers.
No. 591 Whatcom County, Wash., Federation of Federal Teachers.
No. 592 Summit County, O., Recreation Workers Local.
REINSTATED LOCALS
No. 213 Nanticoke, Penn., Teachers' Assn.
No. 214 Hanover Township, Penn., Local.

A. F. of L. Backs Teachers' Fight for Freedom

by George L. Googe
Head of the Southern Organizing
Committee of the American
Federation of Labor

I AM very happy to attend this history-making Convention of the classroom teachers of the United States and Canada. I consider it a distinct honor and privilege and the culmination of something I have personally looked forward to all during my career in the labor movement, because I know some of the abuses and the denials of academic freedom throughout the country.

I was particularly interested in your discussion of the many cases of denial of academic freedom. The American Federation of Labor has always had as one of its fundamental principles the advancement of the public school system in this country, and we have always realized that the only way you can bring about elevation of our educational institutions is to have as the cornerstone academic freedom.

I know that some of you have heard many cases here and that many of you know of abortive persecution of teachers, but I want to tell you that I know of no place where there has been more persecution of school teachers than in the city of Memphis, Tennessee, where the autocratic, dictatorial political machine forced the teachers to send in their charter and denies them the freedom of association.

Freedom Versus Fascism: How We Can Help

We are confident that we will eventually be able again to build up an organization in the city of Memphis. This country of ours, like this organization in Convention assembled, is at the turning point of the road. We know what has happened in other countries. We know the abominable persecution that is taking place in the totalitarian states of Europe. We know the inroads of Fascism which are being made in this country. I want to say to you that if we are going to prevent the establishment of a dictatorship and Fascist control of our institutions and government in this country, it is going to be by this organization and similar organizations being able to carry to accomplishment the goals and ideals that will be adopted and enumerated in your program for the future.

The American Federation of Labor believes most immovably in the freedom of the teachers to teach the truth, no matter who may not like the truth. Teachers must be able to teach by a curriculum and textbooks which are uncensored by any predatory interests in this country. We advocate and we are demanding that the history of the labor movement be included in our public history.

We believe that current events and the events of the past should be taught in our school system in the light of their social implications and not in the light of propaganda for those whose personal interests and predatory self-aggrandizement are served in the teaching.

A. F. of L. Against the Loyalty Oath

The American Federation of Labor, my friends, as far back as 1925, when the first effort was made to impose upon the school teachers of this country the abominable teachers' oath, issued a crying call to the people of America to oppose this terrible injustice. The American Federation of Labor's position has always been that teachers should not be insulted by singling them out to have to take a special oath of allegiance, because we realize that teachers are the same as any other citizens and those who would impose the abominable teachers' oath do it for the predatory reason of trying to

(Continued on page 6)

Better Schools Called Barrier to Poverty and Fascism in U. S.

Equal Educational Opportunity Urged

by Jerome Davis
President of The American
Federation of Teachers

WE are met in a crucial period. I have just returned from over 15,000 miles of travel through England, Denmark, Sweden, Finland, the Soviet Union, Poland, Germany and France. Everywhere I studied the problems of education and interviewed national leaders.

In Poland, Germany and Austria the tyranny over the human mind is almost unbelievable. No words can describe the plight of the Jews. All sorts of degradations are imposed: branding, shaving of heads, confiscation of property, concentration camps, physical torture, even sometimes resulting in death. I have seen the utter negation of democracy with my own eyes.

I came away with a profound conviction that educational progress lies at the heart of the problem of building a better world. We shall never solve the blighting scourges of poverty, unemployment and war without building more and better schools.

Fortunately in the United States we still have a large measure of freedom in spite of the Girdlers, Mayor Hagues and ever recurring racial injustice. Education, it seems to me, is our chief bulwark against the rise of the forces of fascism in the United States. Yet the President's Advisory Committee on Education declared in its report, "The level of educational service that can be maintained under present circumstances in many localities is below the minimum necessary for the preservation of democratic institutions."

Need for Unity in Our Ranks and in Labor's

If we recognize the necessity of unity within our own ranks, we can surely see that it is just as necessary within the field of the labor movement. Our convention must continue to lend its weight towards bringing the divisions of the labor movement into a united whole. It is easy to see the havoc that division is causing in the ranks of labor. Take the matter of the Wages and Hours Bill in Congress. While the labor forces were divided, the reactionaries were able to block passage of the bill. But, when both divisions of labor united in support of a single bill, its victory was inevitable. The same thing is true in electing labor supporters to Congress. If both sides of the labor movement get behind a candidate, his election is a foregone conclusion. If on the other hand, labor divides its support, the conservatives usually win. It is a tragedy that Maury Maverick, one of the best friends the American Federation of Teachers has ever had, has been defeated. As a result the cause of Federal Aid to Education will lose a powerful voice in Congress.

With the divisions in the educational field between various and sundry educational organizations, we should be the last to be unfair to labor for having splits within its own ranks. Within the city of New York alone, there are over 160 separate organizations in the educational field. This naturally weakens educational progress. Often one organization tends to negate the other. While we are not in a position to bring about an organic unity between the various movements in the educational field, we should certainly try to cooperate in unity of action on specific issues such as Federal Aid for Education, National Child Welfare and academic freedom.

Dangers in Autocratic Control of Economic Power

Social situations are dynamic. With a changing era, the old ways of citizenship may no longer prove effective. Today we face an amazing autocratic control of economic power. President Roosevelt has declared that one-tenth of one per cent of the people earn 50 per cent of the total net income of all. Roughly, one out of every three hundred in the population receives 78 cents from corporate dividends while all the other 299 combined receive only 22 cents. Forty-seven per cent of all the families and individuals in America have an income of less than \$1,000.00 a year while only 1½ per cent of the wealthiest have an aggregate income so vast that it equals the income of all the 47 per cent combined.

HIGHLIGHTS

"... educational progress lies at the heart of building a better world... it is far more important to have adequate schools than adequate navies... we should make the schools centers of child welfare..."

"... In view of the power of the paid molders of opinion we must make our citizens propaganda proof through education... every schoolhouse should be democratically used for full and free discussion of the great issues before the nation..."

"... we are at a point where we can reap the full advantages of years of pioneering... let us think in terms of the highest welfare and advancement of the children of this nation..."

What does all this have to do with education? For one thing, it means that the wealthy class tends to influence and restrict education. They do not like increased educational appropriations, especially if this means more taxes. Furthermore, they want to be sure the content of education will not challenge their property rights. Hence, as a result, many of our schools do not explain clearly what democracy is, and, of course, economic democracy is rarely ever discussed.

In the poverty zones, children are penalized for lack of good schools. Actually, over 3,300,000 children of school age between five and 17 years of age are not now enrolled in any school. We thus have educational slum areas which not only do not provide children with equal opportunity but predispose them to lives of crime and destitution. In eight states we find blighted school areas where over 25 per cent of the children get no more than 150 days of schooling a year and even this little is defective.

Now all of these differences result primarily from gross inequalities of economic resources. With 127,000 local school jurisdictions, one district will be rich and another poor. In the single state of Iowa, for example, the most prosperous district has 275 times the wealth per child of the poorest. The poor workers in some districts must bear a financial load for schools alone 80 per cent greater than in others.

Prosperity Depends on Education and Social Justice

These educational inequalities threaten the whole theory on which democracy was founded. The result is that the accident of birth determines whether a child has or has not adequate educational training. America was founded as a democracy. It was designed specifically to prevent hereditary aristocracy, yet under present conditions the schools which were founded to create democracy may in fact be creating the inequalities they were designed to prevent.

In view of these facts, why do we not eliminate these glaring educational evils? The basic reason is that we are today so engrossed with the problems of mass unemployment and depression that we can hardly think of anything but immediate ways and means to bring back prosperity.

But what is really needed is not a panacea or a patent-medicine remedy, but the fundamental constructive progress of society itself. Prosperity depends, in the last analysis, on education and social justice. The more intelligent we are, the more we shall produce and the less exploitation we should tolerate.

One blunder by the people in deciding for war may cost untold millions of lives and billions in money. Therefore, it is far more important to have adequate schools than adequate navies. In fact, super-navies may lead us directly into war, whereas adequate schools lead in the direction of peace. In view of the power of the paid molders of opinion we must make our citizens propaganda proof through education.

Immediate Steps That We Should Take

It would seem that the following steps should be taken immediately. We should, of course, have adequate Federal aid to education. Then we should make the schools centers of child welfare. At least six and a half million children now attending school are suffering physical

Jerome Davis Pleads for Unity of Labor

handicaps such as weak hearts, tuberculosis, impaired sight or hearing and under-nourishment, according to investigations made by the United States Office of Education.

If adequate attention were given to the health needs of children in our schools, according to the Falk Foundation, we could use 31,000 physicians, 80,000 dentists and 60,000 nurses.

Over 40 per cent of the school buildings of the United States were erected prior to 1900 and many of them date back to the Civil War. If we could have construction of needed school buildings, this would help to stimulate the construction industry.

The schools should also establish forums to help realize the public school idea of an intelligent, informed public opinion. Every schoolhouse should be democratically used for full and free discussion of the great issues before the Nation. The program outlined by the President's Advisory Committee on Education would make some beginning along the lines here outlined. During the coming year, the American Federation of Teachers must see to it that a program of Federal Aid is enacted into law.

Outstanding Membership No Accident

A scientific study recently made at Teachers College, Columbia University, confirms a conviction I have had after visiting locals throughout the United States, that the teachers who are intellectually the best and most capable are the ones who join the American Federation of Teachers. Thus we tend to enroll in our ranks the very best of the nation's teaching staff. It is no accident that Albert Einstein is a member of the American Federation of Teachers. Nor is it strange that in the new local organized in Hartford, Connecticut, the president, Odell Sheppard, should this year be awarded the Pulitzer Prize for the best book on biography that has been written.

During the year 1938 in unity with the Progressive Education association we set up an important national Conference at Washington on Federal Aid to Education. College Presidents, Congressmen and Senators spoke at this conference. Both President Green and John L. Lewis sent messages endorsing Federal Aid.

We are just at the point now where we can reap the full advantages of years of pioneering. Last year we spent almost \$16,000 for organizing work. Next year this should be increased. We should never stand still. We need to devote more time, more energy to organization rather than less. If we turn to such an organization as the National Education Association we find that they have an Executive-Secretary and ten other full-time secretaries for different departments. It is my personal belief that the American Federation of Teachers should have probably many more secretaries and organizers giving full time than it has yet had.

New Heights for the Future of A. F. of T.

May I make one more suggestion. Let us not think in terms of sectional advantage but in terms of the highest welfare and advancement of the children and teachers of this nation. The American Federation of Teachers is on the verge of an unparalleled opportunity for service. We must get away from sectionalism and move forward to the highest heights we have ever known. In the past two years we have increased our membership over one hundred per cent. We should do just as well as this or better in the two years just ahead if we do not make mistakes.

In conclusion, it is my hope that this convention may center on the great outstanding problems confronting education and the teacher in the United States. Think of the inequality of education as between the various states and even within a single state. Think of the almost universal need for more adequate salaries, for stronger tenure laws, for sabbatical leave, for the genuine democratization of our school systems. Classroom teachers must be organized so that they will have a real partnership in the control and administration of our schools.

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English Union Enrolls 80% of All Teachers

by Elsie V. Parker
President of the National Union of Teachers of England

I HAVE been asked to speak to you about my own Union, and I hope that you won't think I am boasting. We are sixty-eight years old. I am the fourth woman in sixty-eight years to hold the position of President of the Union. I am afraid that is to the detriment of my women colleagues who have not come forward perhaps as much as they should. We represent over 80 per cent of all the teachers in England.

We are organized in a similar way to you through local associations. We have over 600 local associations and the associations are formed through inter-county areas into county areas which would somewhat resemble your states. We have fifty or sixty of those. The conference dictates policy and our National Executive, which is elected like yours on a regional basis, carries on the work from year to year. We all have to be elected by a postal ballot and so I think we do not get the caucus meetings in the way that you do. Every member of our association receives a voting paper by post and has to return it by post, so that I had to be elected by 160,000 members, a majority, to get my job.

Tenure, Finances, Organization, and Politics

I think if I described just briefly how we work, I could show you some of our achievements. We have first a Legal and Tenure Department, and our membership (with dues of a pound a year, or five dollars, to the national society, plus what we pay to our local associations) includes full legal responsibility from the time the teacher leaves home in the morning on his way to school until he gets back at night.

Then we have a Tenure Department which safeguards the tenure of teachers, and I think in my ten years' experience as a member of the Executive, only two teachers have been wrongfully dismissed.

We also have what we call a General Purposes and Finance Committee which looks after our money. My Union is, I suppose, the wealthiest union in the country. We have in your terms of money over \$8,000,000 in the bank. Now that \$8,000,000 has been saved to a large extent to pay teachers' salaries in the event of them being wrongfully dismissed, or for the work of the Union. The fact that we go on building that up from year to year shows that we do not have to use it, because we have achieved those things which we want. But we do believe, perhaps wrongly, that the money behind us stops the people from sometimes trying to tell teachers what they should do.

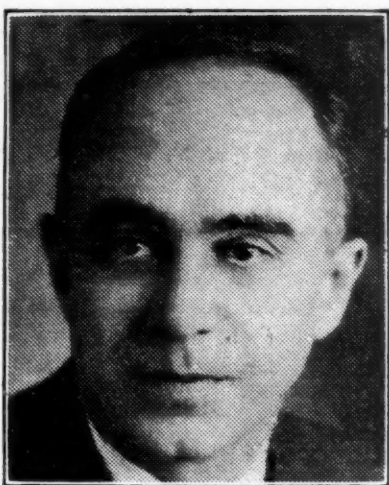
Speeches Available

Articles appearing in this section of "The American Teacher" have been condensed from the original Convention speeches. Complete mimeographed copies of the speeches to the Convention by Floyd W. Reeves and George L. Gooze may be obtained from the National Office. Printed copies of Miss Parker's speech on the National Union of Teachers of England may be secured from the National Office at the cost of 1 cent per copy.

Because we are such "capitalists," we have an income every year which is interest on that money. We are able to spend large sums of money. Every year we give away money to people or children or disasters, or things of interest to education, because we feel that we are popularizing education if we are associated with such things.

For instance, we gave \$15,000 to the children of Spain. The French teachers are looking after these children in France. We have also given money to the Chinese, not as large a sum of money, but we have given several thousand dollars to the Chinese fund. And we have given large sums of money to mine disasters or railway accidents. We also give money to educational institutes and we have just given \$50,000 to London University to have the library built by the National Union of Teachers.

We have an important Organization Department. While almost every teacher belongs to the National Union of Teachers,



IRVIN B. KUENZLI, secretary-treasurer of the American Federation of Teachers, was vice-president for two terms of the Ohio, Kentucky and West Virginia area before accepting his present position. He was president of the Springfield, Ohio, Federation of Teachers, 1934-35; president of the Ohio Classical Conference for four years, and head of the Latin department of the Springfield high schools for fourteen years. He received his A.B. and M.A. from Wittenberg college.

Mr. Kuenzli has just returned from the American Federation of Labor convention, where he was a delegate. He is also a member of the executive council of the A. F. of T.

ers, we have to make sure that they do join when they first start their lives as teachers. So we spend a lot of money on publicity, I suppose you would call it, in entertaining young teachers, in giving them socials and dinners and dances, looking after them generally and encouraging them to join the National Union of Teachers.

Then we have a very important Parliamentary Department of the Union. We are what is called a non-party political organization; that is, we are not definitely linked with either the Labor Party or the Liberal Party or the Conservative Party. But every election we try to run twelve teachers as members of parliament, four Labor, four Liberal and four Conservative. If we were lucky, we should get all twelve in, but we have never done that.

When teachers come to political action, they naturally find that their best friends are the Labor friends, and we find it much easier to get Labor teachers into parliament.

We pay the whole election expenses for these people. It costs us sometimes four or five thousand dollars to win their election. We also pay them salaries. When a bill comes up in the House of Commons that has anything to do with teachers, it is our job to see that members are informed as to what the Union's position is and, if necessary, we lobby every member of the House to try and get them to work for us.

National Scheme of Pensions for All

That committee is also responsible for the superannuation, because, of course, every teacher in England comes under a pension scheme. It is a national scheme, and it is the right of every teacher to participate. You have to join it; you don't get any option. Five per cent of your salary is stopped for pension; five per cent is paid by the national government; and two and one-half per cent is paid by the local states. That makes twelve and one-half per cent. When teachers retire they retire on half the salary that they are receiving when they retire, plus a lump sum that is equal to at least one year's salary, so the teacher gets a lump sum to buy a house or car, and then she retires on half salary. That superannuation work was entirely the work of the National Union of Teachers.

Then we have a committee which deals with salaries. Now, teachers' salaries are settled entirely by national agreement. There is no salary work in the area. It is all done in London between the government, the local educational committees which you call your boards of education, and the teachers; and the teachers are the National Union of Teachers only. We do it entirely, and no other teacher is allowed to do it.

Fifty per cent of our salaries is paid by the Federal government, and the other fifty per cent by the local people, so that we are definitely, of course, working as a national organization. When those scales were brought about, we had to persuade everybody to pay them, and in order to do that we had to have strikes. One of the criticisms I would make of your

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A. F. of T. Membership Doubles in Two Years

by Irvin R. Kuenzli

Secretary-Treasurer of the American Federation of Teachers

IT IS a pleasure officially to report that the American Federation of Teachers has experienced, during the last year, the largest growth in the history of the Union. The per capita report for June which was issued in July showed a total paid-up membership of 30,130, a gain of 8,127 members over the report for June, 1937. Since the June report was issued, the paid-up membership has increased to approximately 31,000.

The gain in membership during the last year was 1,243 greater than the gain of the previous year. During the fiscal year ending May 31, 63 locals were chartered and since that date six additional locals have been established, making a total of 69 since June 1, 1937.

Our gain of the last year was in spite of a heavy loss of W.P.A. members. During the year the W.P.A. membership decreased from more than 2,000 to less than 500 but during the last two months has increased to approximately 1,000 paid-up members. It is interesting to observe that our membership has doubled in less than two years and is five times the membership of the Union in June, 1933. The American Federation of Teachers is at the present time one of the most rapidly growing international unions in the American Federation of Labor.

The above figures, however, do not represent the full membership of the American Federation of Teachers. It is impossible, in fact, to state at any time the exact membership of the Union. These figures do not include members who are in arrears in dues, members of locals recently established, and new applicants for membership in old locals. It is probable that our total membership is approximately 40,000. For twenty years officials of A. F. T. have dreamed of an organization of 50,000 members. We are now rapidly approaching that goal.

Membership Concentrated in Certain Areas

Geographically speaking the membership of the American Federation of Teachers is largely concentrated in the states north of the Mason-Dixon line and between New England and the Mississippi. In the states of Illinois, New York, and Ohio, is located 64 per cent of our membership. In three states, Minnesota, Georgia, and Pennsylvania, is found 16 per cent of our membership, making a total of 80 per cent in six states. Correspondingly 64 per cent of the per capita is paid by Illinois, New York, and Ohio; 16 per cent by Minnesota, Georgia, and Pennsylvania; 20 per cent by all other states.

In the percentage of public school teachers in the states organized, Illinois ranks first with more than twice the percentage of any other state. Ohio ranks second on this basis; New York, third. If all states were organized to the extent of the average percentage of Illinois, Ohio, and New York, our membership would be 125,000.

At the last convention it was voted that a special assessment of \$1.00 per member be levied to create an organization fund of \$25,000. It was planned that the assessment should be paid during the first month of the school year in order to facilitate the organization program. However, the funds came in slowly and at the end of six weeks a negligible amount had been paid. At the end of the fiscal year a total of \$8,536.00 had been collected—approximately one-third of the amount set up by the last convention. Two-thirds of the amount collected was

paid by New York and Ohio. Illinois was given credit for employing a full-time organizer for Chicago and surrounding area.

Since the collection of this special assessment has revealed the financial weakness of many locals, due to heavy local expense, it is my recommendation that the special assessment be discontinued for the coming year but that locals which have not paid be urged to do so if it is at all possible.

In a general way there seems to be little relationship between the organization program set up last year and the present rapid growth of the Union, since 77 per cent of the gain of the present year was in ten large city locals already established.

Two of Our Unions Breaking Records

The most significant development of the year was the development of the Chicago Teachers' One Big Union. Significant also is the development of the New York College Teachers' Union with a membership of 711 teachers. This is undoubtedly the largest college teachers union in the world and represents an important step in University Unionism.

The unionizing of two-thirds of the teachers of America's second city into the largest local teachers' Union in the world is one of the most important events in the history of education in America.

It should be remembered that all progress is attended with certain dangers and that periods of rapid growth are frequently followed by periods of rapid decline.

We find that today there is an organized drive throughout the country on the part of business interests to cut down the cost of taxation through legislative enactments.

While this drive is not aimed directly at public schools, we should remember that these are the same interests which in 1932 and 1933 recommended a program of shortening school terms, increasing the size of classes, lengthening the school day, cutting salaries, eliminating extra curricular activities. There is great danger that this attack may at any time again be directed against the public schools.

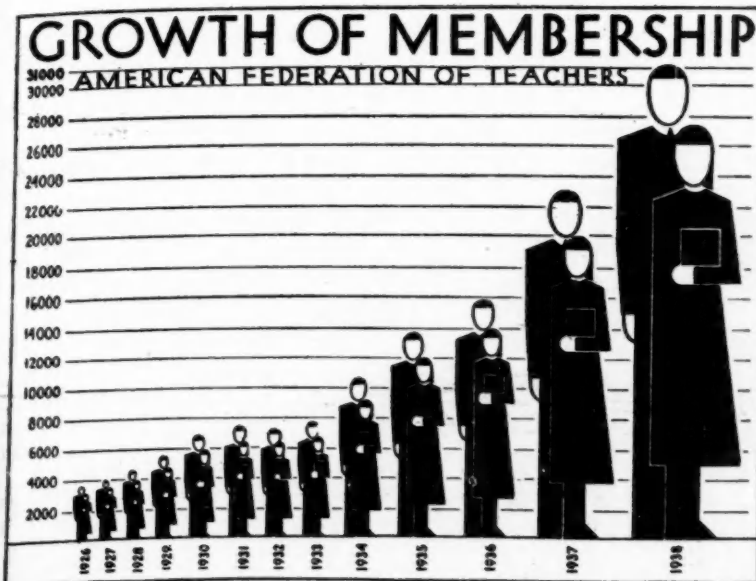
State Federations to Be Chartered Now

A comparatively recent development has been the establishing of State Federations of Teachers. Since the last convention an amendment was passed by referendum vote making possible the chartering of State Federations consisting of five or more locals. Charters have been issued in ten states. The first group to operate on an extensive scale was the Ohio Federation of Teachers established in 1934. It was my privilege to serve as the first president of this state organization and I appreciate from first-hand experience, the trials and tribulations involved in the fight for an adequate state program of education.

While the percentage of the special assessment collected was small, regular per capita payments have been exceptionally

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THE
A. F. T.
RECORD
SINCE
1926
SHOWS
A GAIN
OF 700%



Instructions to Locals on Federal Aid Work

The following suggestions to locals and state organizations of the American Federation of Teachers have been issued by the National Legislative Committee which is conducting a campaign for Federal Aid. Chairmen of local and state committees are urged to get in touch with Mrs. Mary Foley Grossman, 2302 Delancey, Philadelphia, chairman of this Committee, and to forward to her copies of any statements made by educational and civic leaders of your community in support of Federal Aid for Education.

Locals

1. Each local in the country should set up a Federal Aid Committee. This may be a sub-committee of an already existing legislative committee. The Committee should obtain material from the National Legislative Committee and should translate it into local terms. For example, we will supply data on approximate sums available to each State. This must be further broken down by the local group into sums for their community.
2. Committee should present to Board of Education the Federal Aid program and ask that a resolution from the Board be sent to the House and Senate Education Committees as early as possible after Congress has convened in January.
3. Committee should visit the mayor and city council. They should get a letter from the mayor endorsing the bill and see that copies of it reach the two congressional committees. City council should be asked to pass a resolution memorializing Congress.
4. Committee should visit all local congressmen in support of Federal Aid measure. It is important to take advantage of the November election campaign to line up both congressmen and senators for the bill.
5. We have found a wide-spread ignorance and, at points, a definite antagonism by lay members of the community toward Federal Aid. It is necessary that the Committee establish a speakers' bureau and arrange for meetings before taxpayers groups, real estate boards, parent groups, American Legion posts and all other fraternal or civic organizations, to explain Federal Aid to them and gain their support for this measure. Each meeting should result in definite action, preferably a resolution to the congressional committees.
6. All trade unions in the vicinity should be visited and their support invited. No trade union should be ignored. Labor support for Federal Aid will be one of the most effective forces for its enactment. It is most helpful that at our Federal Aid conferences in Washington we succeeded in obtaining the endorsement of the American Federation of Labor, the Committee for Industrial Organization and the Railroad Brotherhoods.

State Federations

1. Where a State Federation exists, state-wide action can be arranged for by its legislative committee. Where no such State organization exists a meeting should be held of representatives from each local Federal Aid Committee to take care of a State campaign.
2. As early as possible, where the State Legislature is in session, a resolution urging Congress to pass the Federal Aid Bill should be introduced and pressed for.
3. As in the case of the mayor of the city, the governor should be approached to write a letter of endorsement to both the Senate and House Education Committees.
4. At State conventions of the Federation of Labor, the C. I. O. or individual unions, as well as farm bodies, American Legion and other civic groups, place on the agenda should be requested for an American Federation of Teachers' representative to explain and ask help for the Federal Aid program.
5. In specific States, as circumstances warrant, it might be possible to call a State conference to back Federal Aid. Such a conference should be the culminating point of these various other local and State efforts.

CHAIRMEN OF COMMITTEES IN WASHINGTON, D. C.

Representative William H. Larrabee,
Education Committee
House of Representatives

Senator Elbert D. Thomas,
Committee on Education
and Labor, U. S. Senate

Wherever letters from mayors or governors are obtained in support of the program, or resolutions passed by city council or state legislature, copies of these must be sent to the National Legislative Committee. This applies with equal force to any commitments, written or verbal, obtained from congressmen or senators. We cannot emphasize this too strongly. Those of us who are meeting with congressmen and senators in Washington need the support that concrete knowledge of such local action can give us.

AFT Operates Union on Low Dues Payments

(Continued from page 5)

good. National per capita dues are among the lowest, if not the lowest, of the international unions in America. While the average income per member is approximately \$2.00 per year, thousands of members pay only \$1.20 annually. This small amount includes a one dollar subscription to the American Teacher magazine, dues to the A. F. of L. and several educational organizations, and representation in Congress. There is no other union in America which furnishes these services at so low a price.

At the meeting of the Executive Council, December 29-31, in Chicago, it was voted that a petition be circulated among the members of our locals urging unity in the labor movement, democracy of procedure, and extension of industrial unionism. Signatures of 2,250 members were placed on the petitions which were forwarded to William Green, President of the American Federation of Labor.

Cooperation with Labor Press of America

During the past year we have had excellent cooperation from the Labor Press of America. A number of papers with state-wide circulation or even larger have given front page stories to the A. F. of T. and generous space has been given to publicity for our International Union.

With the growth of the Union the work at the National Office has increased tremendously. Two car loads of printed and mimeographed material have been assembled, addressed, and mailed in addition to the usual routine office work. Thirty-five thousand copies of the American Teacher magazine were addressed for the May-June issue and it will soon be necessary to address forty thousand. The mimeographing work for this convention alone will amount to more than a quarter of a million pages.

On behalf of the National Office, I wish to express sincere appreciation of the efforts of all members of the Union who have assisted in building a larger, greater, more powerful organization.

American Federation of Labor Fights for Teachers' Rights

(Continued from page 4)

intimidate the teachers by forcing them to take the oath.

The American Federation of Labor has always felt that the teachers should have civil liberties, and they are fighting militantly for those liberties.

You heard explained last night the history of the American Federation of Labor and its affiliated activities for the child labor amendments, for the various child labor laws throughout the states, for compulsory school attendance in every section of America. It has been the labor movement, if you please, our city central bodies and the state federations of labor which have led the fight for free textbooks, and it might interest some of the delegates here to know that even down in the South, in the rural communities, we are making remarkable progress.

In the last two years three of the Southern states have put in free textbooks for all of the children throughout their entire state school systems. We believe in the necessity of well-equipped and modern school buildings, and to that we pledge our utmost support. We want small classrooms, in well-equipped, new buildings.

The American Federation of Labor has always joined with this great Federation in the program for educational advancement, recognizing the need for state funds to supplement local funds for education in most of the communities, the same as we believe in Federal aid to supplement local and state funds in education.

For many years the American Federation of Labor has been desirous of a united movement with a constructive, co-operative, solid teachers' organization to put into effect our program for economic protection of teachers. I want to pause a brief moment to enumerate the things the American Federation of Labor advocates for economic protection of teachers.

The American Federation of Labor advocates salaries professionally fit. We mean this: we know that a teacher's salary should cover living costs so that the teacher can hold her influence in the community. A teacher should get a salary commensurate with her expenditure for her college education, commensurate

with her knowledge and the service she renders to the community, and above all, commensurate with the expenses of a cultured and social life that the teacher so justly is entitled to.

We also believe in the adoption by the states of state-wide, absolute tenure laws which will give teachers protection on their jobs.

We advocate sick leave such as the Augusta teachers have recently been able to secure in the state of Georgia, a cumulative sick leave so that it may be accumulated year by year, and will pay expenses over a long illness.

We advocate sabbatical leave for travel.

We believe that the classrooms should be limited so that no teacher has over twenty-five pupils.

We believe—and advocate most strenuously—teacher participation in school management.

Necessity for Coordination of Labor and A. F. of T.

Now the question is: How are we going to put this program across? This program is identical with the program of the American Federation of Labor, and it is your program.

I think the history of what progress the teachers' union has made over the years demonstrates pretty forcibly the most effective methods to bring this program into fulfillment, and that is through the coordinated activity of the labor movement and the teachers' organization; and through the affiliation and activity of the teachers in our central labor unions and in our state federations of labor.

You have to adopt a policy of meeting conditions in each area and in each community realistically, and I can assure you that in that type of program you will have the whole-hearted support of the American Federation of Labor, not only in wishing you well, but in assisting your officers in obtaining necessary organizers and carrying part of the financial burden to help build this organization, an organization of all the teachers in America, fighting against the inroads of Fascism and dictatorial state control, fighting constantly as crusaders, shoulder to shoulder, the teachers and the American Federation of Labor, for democracy in education and education for democracy!

English Union Gives Members Many Services

(Continued from page 5)

union, if you don't mind my saying this, is that you don't have the weapon of strike. We would not give up our weapon of strike under any consideration.

We have a broad educational policy. Our biggest problem is to reduce our size of classes. We are very dissatisfied with the size of classes in England. We have a situation where half of our children are taught in classes of over forty, and we feel that that is the standing disgrace of the educational system in England. We are trying our best by means of a film to educate the public that it is wasting money having large-sized classes.

We have other committees also. The last thing I was doing was working with the government, and I want to mention this to you, that we work in the closest cooperation with our central government and with our local government.

I am at present working with the government, trying to see how best we can evacuate the children of London when war has started.

There are two other things. First, every teacher who falls by the wayside physically or mentally or in any other way who wants help can get help from us. We give away \$130,000 a year to teachers who are in need. Then we have an insurance company. The teachers insure themselves either for death or life, or house or property, and so forth. We have \$25,000,000 in the Teachers' Insurance Company. It is the best in the country because we don't have to pay directors' fees. Once a member joins our union and joins our insurance company, he will never leave us; because if he goes, he has to give up his policy, and loses the money invested.

We have spent a lot of money on publicity. We have copied that from America. We know the value of making public what we are doing in our schools. We spend thousands of dollars every year all over the country, trying to popularize education; and incidentally, every time the word education is mentioned, we say National Union of Teachers, and in that way we get our material home.

Federal Aid Draws Nation-Wide Support

Never in the history of American democracy has the issue of Federal Aid for schools been as important as it is today. Most of the following statements were made to the National Conference on Federal Aid to Education which was held in Washington, D. C., May 7-8, 1938. The Conference was sponsored jointly by the American Federation of Teachers and the Progressive Education Association. Locals are urged to have these statements reprinted in community publications and in educational journals.

WILLIAM GREEN

President of the American Federation of Labor

"Labor believes that all education should be cultural in its final result and that therefore there should be no division in administration of vocational and related education and that these in turn should be part of a unified plan and process. The American Federation of Labor is in full support of the bill drafted to conform with the recommendations of the Advisory Committee and submitted as an amendment to S. 419. Labor looks upon this measure as the gateway to greater educational opportunity for all."

THOMAS KENNEDY

Secretary of the United Mine Workers of America

"We pledge our support to the end that the Harrison-Fletcher-Thomas bill for aid to education shall be passed to provide greater educational opportunities for children in the impoverished areas of the United States—and on the farms, and in mine and factory towns—and for a better vocational education program, in keeping with the recommendations of the President's Committee."

A. F. WHITNEY

President of the Brotherhood of Railroad Trainmen

"Organized labor is united behind the program of the National Conference on Federal Aid to Education. We support the program unsolicited, for we are in the habit of being in the vanguard in the educational movement. The call for increased Federal grants to the various school systems must be answered. The Harrison-Fletcher-Thomas bill, otherwise known as the Federal Aid to Education Act of 1938, is 'must' legislation."

ELBERT D. THOMAS

Senator from Utah and Chairman of the Senate Committee on Education and Labor

"By national wealth I mean opportunity. If you disperse the wealth over all the people or among all the groups, you unite the nation. That is the rule, that is the essence of democracy. This bill fits into it. In our hearts we know there's nothing worthwhile but the human value, and that education bill which I hope to see along, which I am impressed with because it bridges so many gaps of various kinds, I like and I can defend in any kind of community because the bill itself answers any objections which anyone can make. We can start all this without setting up a single more Federal official or institution and without creating another position in the states, and we can do it all for less than the cost of an ordinary, middle-sized battleship."

HENRY G. TEIGAN

Congressman from Minnesota

"It is unnecessary for me to state that I am heartily in favor of Federal aid to our schools. No argument is required to show the necessity for such aid. Moreover, aid to schools falls in the same general classification with relief, and Federal aid to relief has become recognized as a responsibility of the government. I say I am one hundred per cent for Congress appropriating \$100,000,000 or more annually for aid to our public schools. Anything that I can do to help in bringing about the passage of measures that have to do with education will be gladly done. You may count on me to do my best in promoting such measures and bringing about the passage of the bill in the House."

HENRY C. LUCKEY

Congressman from Minnesota

"If this civilization is to be saved, it will not and cannot be saved by force. This has been demonstrated beyond question by the events of the last twenty-five years. The present materialistic, pagan world view must be supplanted by another ideology—one founded on justice and equity, or fair dealings between man and man and nation and nation. This can be done only by proper education through the channels of the home, the school, and the church."

ERNEST LUNDEEN

Senator from Minnesota

"I'm interested in Federal aid to education and not in foreign defenses. I'm interested in building school houses and the Federal government taking part in these things. If we ever needed education, we need it now, today. I'm an optimist, in the long run. America has never failed to meet any crisis, it has always solved every problem, and we're going to solve this one."

THOMAS R. AMLIE

Congressman from Wisconsin

"It seems to me that if we were going to spend money to a better effect, it would be for a far-reaching program for Federal aid to education such as contemplated by your program. Your figures are quite modest. They represent the very minimum and you probably have as great unemployment among the field of teachers as in any other group outside of unskilled labor. The arguments made today have referred to the need of certain sections. I think that is only too obvious. If they are to be aided it can only be done as a result of aid from the Federal government, and if we keep in mind that this government must spend about three and a half billion dollars for pump priming, for blood transfusions, then you can well afford to ask three or four times what you are asking."

H. JERRY VOORHIS

Congressman from California

"If children haven't got education, I think it more important that they should have education than balancing the budget. I think we spent about \$3,000,000 less on education this year than in 1930. We have more children, we ought to spend more. It isn't enough to just get back to 1929. We're going to hand our children some mighty difficult problems and the least we can do is to give them the educational equipment with which to do a better job than we have probably done. It isn't enough to build schools and hire teachers. We haven't got free education if there are children who, because they haven't got shoes or modest fees for lockers, can't go to school. If we have Federal aid to education and take part of the burden of taxing the farmer from his shoulders, it would be a real practical, honest, fair thing to do."

MAURY MAVERICK

Texas

"All I know about the responsibility of the Federal government is that every child in America, wherever located, is entitled to an education. Certain portions of the United States are not as prosperous as others and the Government (and we only have one) should provide that education."

W. R. OGG

Farm Bureau Federation

"Personally, I believe that this report of the Advisory Committee on Education is the most outstanding report on this subject that I have ever seen, and it seems to me that they have gone to the root of the problem and have given some very constructive recommendations. We are heartily supporting the proposals and objectives of your legislation and shall do all we can to help bring it about."

JOHN P. DAVIS

National Secretary of the National Negro Congress

"The hope for the healthy growth of national unification, for the destruction of an unwarranted sectionalism, must depend upon destroying the basis for such sectionalism to be found in the retarded progress of the educational systems for both Negro and white children in the South. The foundation of any Democracy can only rest upon the shoulders of a mobile, articulate, literate, and well-trained citizenry. I welcome this opportunity to pledge my organization to work with others represented in this conference for the immediate passage of the Harrison-Thomas-Fletcher Bill. The future of America is its children. And we will fight to preserve that future."

Reeves Lauds A. F. of T.

We met with more than 300 groups during the course of the hearings on the Advisory Committee, and there was no group which gave us greater service, and I think no group which gave us as great service, as the representatives of the American Federation of Teachers.

FLOYD W. REEVES,

Chairman, President's Advisory Committee on Education, to the A. F. of T. Convention.



ELEANOR SLATER

Friends Service Association

"We must teach these people how to be poor, if we can't give them anything better. As one of the previous speakers said, it is a job for a wholly new type of curriculum. Local county superintendents cannot cope with the problem. It means better buildings, better living conditions for the children, better training for the teachers, and it also means education research—but it is the only hope for many of these communities and as such, can we fail to meet the challenge?"

GORDON MCINTYRE

National Farmers' Union

"In the farm areas, where there are two children to one in the city areas, the farmers are back of a bill to bring Federal aid to education. The Farmers' Union will be back of such a bill. Speaking broadly for the National Farmers' Union, the South is not the only area that is in need of Federal aid. There is the mid-west where the drought has hit so badly for the last six years. These people need education. There's got to be some outside aid particularly in this case where an emergency exists, and I believe it can only be met by Federal funds for education."

HOWARD DAWSON

Legislative Representative of the National Education Association

"Our Legislative Commission thinks this report is the best that has been made in this country. We have better support outside of education organizations for this bill than we've ever had for any bill that's ever been proposed. It seems to me that the chances for this bill are very good. We were highly in favor of having the National Progressive Education Association and the American Federation of Teachers take complete charge of this meeting. We're glad you have, and thank you for the help and cooperation you've given us. If you have ideas, pass them along and I will do the best I can to put this thing over."

E. C. HIGBIE

President of Wilson Teachers College

"It seems to me that the provisions for both general adult education and for teacher education are well included in this bill. To me we are entering a new era that is tremendously enlarging the scope of the teacher's experience, if that teacher is going forward and helping to build democratic institutions. There is coming to be as never before a larger interest for the teacher and therefore there is needed a larger viewpoint, a larger preparation. I cannot envision the future of democracy without adequate adult education and without adequate teacher education."

EDUARD C. LINDEMAN

New York School of Social Work

"Democracy can only be saved if it refuses to remain static. Its hope lies in continuing explorations and experiments on behalf of human needs. It must remain realistic, but it must also become audacious. It is my firm conviction that we shall soon look backward to these confusing days with surprise over the fact that we moved so slowly in the direction of equalizing opportunities for our widely scattered citizens. We are not now asking enough for such purposes as related to education. But, we must make sure that the problem is not limited to quantitative terms: if public education is to become an effective instrument for strengthening our democratic processes, we must insist that its quality shall be measurably elevated. We do not ask Federal aid for education which will be merely 'more of the same' but rather for an education which will be oriented toward those basic human needs which characterize a democratic people."

Committee Lists Five Reasons for Federal Aid

The President's Advisory Committee on Education recommends Federal Aid for public education because:

Schools and Democracy—Schools and the means of public education are indispensable to a democratic government. Citizens of the States are none the less citizens of the Nation.

Mobility of Population—Nearly one-fourth of the native-born people of the United States do not now live in the State of their birth. Poor schools in any State, therefore, affect all the States.

Differences in Opportunity—The most appalling differences in educational opportunity exist among the States. Annual expenditures range from an average of \$19 per pupil in one State to \$124 in another.

Differences in Ability and Effort—The richest State is able to raise at least six times as much revenue per capita by taxation as the poorest State, but has less than half as many school children in proportion to adults. The poor States pay the highest taxes but have the least funds for schools.

Federal vs. State Taxes—Recent developments in corporate ownership and control of industry and finance, and the national character of wealth, income and business have made it impossible for States to tax the greatest potential sources of revenue. Only the Federal Government can tax wealth and income where they are and spend the money where the children live.

Educational Birthright Denied to Millions

The Report of the Advisory Committee on Education indicates that "no sound plan of local or state taxation can be devised and instituted that will support in every local community a school system which meets minimum acceptable standards. Unless the Federal Government participates in the financial support of the schools and related services, several millions of children in the United States will continue to be largely denied the educational opportunities that should be regarded as their birthright. . . . The educational services now provided for a considerable percentage of the children are below any level that should be tolerated in a civilized country."

Copies of the Report of the President's Advisory Committee on Education may be secured from the Superintendent of Printing, Washington, D.C., at the cost of 35 cents a copy. Locals may buy them in quantity lots (at a discount) for use by the membership and also for distribution now to the layman in the work of the Educational Policies committee. The Harrison-Thomas Fletcher bill, S. 419 and H.R. 10340, may be secured for distribution.

Rehabilitation

"I have been teaching in Chicago for nine years in a high school which is made up almost entirely of Negro students. A great many of our children come from Southern states and have come to us, many of them from rural areas, greatly handicapped by the education they have had before they came. And the amount of money which we are spending in Chicago trying to repair the damage done in the Southern schools might very well be spent to a much better purpose."

Mary Herrick.

National Conference for Federal Aid, Washington, D.C., May 7-8, 1938.

AFT Executive Council 1938-39



AXTELLE



SEIDMAN



HERRICK



ECK



SMITH



NELSON



HENDLEY



PREISLER



MANN



BROWN



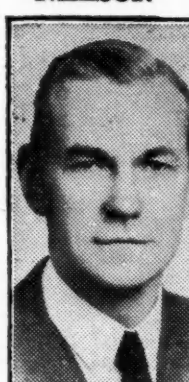
ELDER



CONNORS



GROSSMAN



DAVIS



WILKERSON



HUNTER

George E. Axtelle

Vice-president of the college section . . . charter member and president last year of Local 460 . . . member of the editorial committee of *The American Teacher* . . . principal and superintendent in Oregon, 1920-24; head of training school and experimental school in Honolulu, 1924-30; principal, Oakland, California, 1930-35; Northwestern university, 1935—. Degrees from University of Washington, University of Hawaii and University of California . . . elected for second term at A. F. of T. convention at Cedar Point, Ohio.

Joel Seidman

Vice-president for the WPA Adult Education Section . . . A. F. of T. member for four years and secretary of Local 189 for three years.

Dr. Seidman holds an A.B. and a Ph.D. from Johns Hopkins university where he did his work in economics . . . training in law at the University of Maryland . . . taught at Brookwood Labor college, the International Ladies' Garment Workers Union, the United Automobile Workers, and other labor groups . . . now lecturing for the League for Industrial Democracy in colleges.

Mary Herrick

Vice-president for the Illinois-Indiana Area . . . a member of the A. F. of T. since 1922 and president of Local 3 from 1933 to 1936 . . . now vice-president of Local 1 . . . has served as student Y.W.C.A. secretary at Ohio State, recreation and camp director for several institutions and organizations, social worker, and executive secretary of the Girl Reserves.

Miss Herrick has her B.A. from Northwestern university and her M.A. from the University of Chicago . . . has served as teacher in several high schools and is now teaching in the social sciences at DuSable high school, Chicago.

Michael J. Eck

Vice-president for Ohio, Kentucky, and West Virginia . . . during his term as president of Local 279 he saw the membership increase 400 per cent and the paychecks of his teachers go from 68 per cent of schedule to 96 per cent . . . chairman of the tax committee for his local.

Mr. Eck carries a card in the International Typographic Union and has been teaching printing at John Adams high school in Cleveland since 1923.

Stanton E. Smith

Vice-president for the Tennessee, Alabama, and Mississippi Area . . . joined the A. F. of T. in 1932, helped to organize Local 246, and has been its president since organization . . . organized three locals in Tennessee and Alabama and helped in getting several others started.

Mr. Smith has his A.B. from Denison university, Granville, Ohio, and has taken further work at the University of Wisconsin and the University of Chattanooga . . . taught in McCallie School for Boys . . . has taught mathematics in the Chattanooga high school for the past eight years.

Mr. Smith has his A.B. from Denison university, Granville, Ohio, and has taken further work at the University of Wisconsin and the University of Chattanooga . . . taught in McCallie School for Boys . . . has taught mathematics in the Chattanooga high school for the past eight years.

Mercedes L. Nelson

Vice-president for Minnesota, Wisconsin, Iowa, North and South Dakota, and Nebraska . . . has been publicity chairman and on the membership committee of Local 59 and served two terms as its president . . . a member of the Minnesota State Board of Education and president of the state Health and Physical Education Association.

Miss Nelson has her B.S. in education from Minnesota . . . now working there on an M.A. in curriculum . . . has attended summer sessions at Northwestern university, University of Iowa, and Agnate Bertrams Skole in Copenhagen, Denmark . . . taught in the elementary and junior high schools of Minneapolis and is now head of the department of physical education for girls in Roosevelt high school there.

C. J. Hendley

Vice-president for the New York Area . . . A. F. of T. member since 1919 . . . ten years treasurer of Local 5 and its president since 1935.

Mr. Hendley has his A.B. from the University of North Carolina and his M.A. from Columbia university . . . taught seven years in the South and seventeen years in New York city . . . history teacher in George Washington high school, New York city, since 1921.

Paul W. Preisler

Vice-president for Arkansas, Texas, Louisiana, Kansas, Missouri and Oklahoma . . . president of Local 420, St. Louis and St. Louis County, Missouri, from 1935 to the present time . . . A. F. of T. organizational activity in southern Illinois . . . delegate to the Central Trades and Labor Union of St. Louis . . . a member of the executive committee of Labor's Non-Partisan League there and serves as St. Louis correspondent for the Federated Press . . . active in the movement for free colleges, under the board of education, for the negroes and whites on a coeducational basis, which began operation in 1938.

Dr. Preisler has his Ph.D. in biochemistry from Washington university where he served as assistant, instructor, and fellow.

Principles of Organization

1. That major effort be concentrated in experimental areas particularly promising for organization, if no response secured, effort to be directed to other areas.
2. That there be continuity in organization endeavor to conserve energy, money, and partial gains.
3. That counseling, supervising, and assisting of new locals be considered essential.
4. That vice-presidents be urged to make personal contacts with locals in their areas, or see that such contacts are made, and send them frequent recommendations.
5. That State Federations set up committees to work with the organizer where one is employed.
6. That particular attention be given to creating interest and securing contacts at summer sessions.
7. That area conferences be arranged and voluntary help utilized.
8. That state publications be developed and the national editorial staff be consulted for advice.
9. That areas with segregated schools make an especial effort to further the organization of negro teachers, preferably in locals with white teachers, and that steps be taken to insure for them affiliation and support of central local labor bodies.
10. That locals who have not paid the per capita assessment for organization last year be asked to pay this year.

Allie B. Mann

Vice-president for Florida, Georgia, North and South Carolina and Virginia . . . president of Local 89, Atlanta, Georgia, from 1929 to 1933 and in 1935-1936, was president of the Georgia Educational association which sponsored a bill increasing the revenue of the schools—vetoed by the Governor but a similar bill passed at the next session . . . served as legislative representative of the Georgia Federation of Labor from 1931 to 1937 and in 1931 originated the present plan of regional organization under vice-presidents for the A. F. of T.

Miss Mann led a successful fight to equalize women's salaries with men's in the Atlanta public schools in 1921, and successfully sponsored a bill to increase the

revenue of the Atlanta schools from 26 per cent to 30 per cent of the city's income . . . is now principal of one of the Atlanta schools.

Harold C. Brown

Vice-president for the Southwest Area of the West Coast, first term . . . one of the group which started Local 442, Stanford university, and has been a vice-president since its foundation until he became president last spring.

Dr. Brown served as an assistant at Harvard while working on his Ph.D. . . . on the Barnard faculty until 1914 . . . has since been at Stanford where he is now head of the philosophy department . . . visiting professor at Texas, Chicago, California, Washington, and Columbia.

Arthur Elder

Vice-president for the Michigan Area . . . formerly president of the Michigan Federation of Teachers and now its executive secretary . . . promoted the Michigan tenure law, lobbied on tenure legislation in 1937, and did more to get it through than anyone else.

Mr. Elder is at present teaching in the Detroit schools.

John D. Connors

Vice-president for the New England Area . . . organized Local 263 and was its president from 1933 to 1937 . . . organized Massachusetts Branch in 1935 . . . delegate to the conventions of the New Bedford Central Labor Union, the State Federation of Labor, and the A. F. of T. every year since 1933 . . . active member of the state executive committee of Labor's Non-Partisan League . . . organized and was first president of New Bedford Labor School . . . now secretary of the New Bedford Central Labor Union . . . has served on local, state, and national committees of A. F. of T.

Mr. Connors graduated from Boston university . . . attended Harvard since . . . a high school teacher since 1923 with thirteen years at New Bedford . . . the first teacher to publicly oppose the Loyalty Oath.

Mary Foley Grossman

Vice-president of Pennsylvania, New Jersey, Maryland and Delaware . . . national legislative representative of the A. F. of T. . . member of the National Educational Policies committee last year . . . received her degree from University of Pennsylvania in '23 . . . took work at Columbia university, 1923-24 . . . certified for library practice, Drexel institute,

'28 . . . junior high school teacher for the past 11 years at Vare junior high school, Philadelphia . . . appeared before the President's Advisory Committee last year as one of the representatives of the A. F. of T.

Jerome Davis

President . . . started what is now the oldest college local (204) of the A. F. of T. at Yale university . . . formerly head of the college section of the A. F. of T.

Dr. Davis is chairman of the Legislative Commission on Jails of the State of Connecticut . . . in 1937 made a 15,000-mile trip by air over South America, occupying himself with social research on that continent . . . now conducts educational tours through Europe in the summer . . . lectures on the cooperative movement in Europe which he has studied extensively . . . has served as labor research worker and labor arbitrator, has observed social conditions in every part of the world, and is the author of *Capitalism and Its Culture*.

Dr. Davis was Gilder Fellow at Columbia university in 1920-1921 where he received his doctorate in sociology . . . assistant professor in sociology at Dartmouth college . . . then chosen for the Gilbert L. Stark Chair at Yale university in 1924 where he taught for thirteen years.

Doxey A. Wilkerson

Vice-president-at-large . . . president of his own local, number 440, Howard Teachers Union . . . serves as a member of the research staff of the President's Advisory Committee on Education . . . member of the editorial staff of the *Journal of Negro Education*.

Dr. Wilkerson is associate professor of education at Howard university.

Lila Hunter

Vice-president for the Northwest Area, first term . . . has held membership in the A. F. of T. since the first charter was issued except for a period when Washington teachers were working under a "yellow dog" clause . . . served as first vice-president of Local 200 . . . president of her local last year and is still president of the Washington State Federation . . . during the "yellow dog" period served as president of the Seattle High School Teachers League, termed the most militant teachers' organization in the state.

Miss Hunter is a graduate of Washington university and is now teaching English in the Franklin high school.