

THE AMERICAN TEACHER

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Neglected Youth:
America's Peril
by
Goodwin Watson



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JAMES M. ROSS

GEORGE S. COUNTS
NATHAN SHRAGER

Five Page Section—Teachers Union in Action

Among the New Books

The Teachers Union in Action

336 BREMERTON, WASH.—Local 336 has made definite gains for its teachers since its inception in 1934.

A salary schedule promoted by the Local, based on the state minimum salary of \$1,200, gives raises of \$60 per year for five years and \$120 during the next five to a maximum of \$2,160. It recognizes outside school activities as well as advanced degrees with extra compensation.

A three-day sick leave, cumulative to nine days, has been granted on full



pay. The latest gain is sabbatical leave for 2 per cent of the staff each year at a maximum salary of \$800 and leave of absence without loss of position in the salary scale upon the teacher's return to service. Preference is given to teachers on the basis of either service or age.

* * *

437 TRENTON, N. J.—A drive to secure the appointment of three liberal candidates to the Mercer Board of Education is the present work of the Mercer Union. The candidates are Annie P. Hughes, retired teacher and former head of the Department of Social Studies in Trenton High School; Lawrence Miller, veteran AFT member active in Labor's Non-Partisan League; and the Rev. Robert Smith, prominent Episcopal clergyman.

* * *

246 CHATTANOOGA, TENN.—

Asking how teachers can expect to be optimistic, dress neatly and better themselves on a monthly salary of \$85, a front-page editorial in the *Chattanooga Labor World*, publication of the Central Trades Council, takes to task Dr. Fred C. Smith who made those suggestions at a meeting of the Southeastern Tennessee Education Association. Dr. Smith is reported to have said that "compensation of teaching is not in money."

"This is the usual claptrap fed to teachers," the editorial says, citing the fact that Chattanooga teachers are apparently unwilling to accept the idea

that they should be satisfied with low pay.

"The advice given by Dr. Smith would have been more plausible had it been delivered by a classroom teacher," the editorial concludes.

* * *

223 MADISON, WIS.—Academic freedom properly applies to students' expression of views on public questions as well as teachers' freedom of utterance.

So said Professor Edward A. Ross of the University of Wisconsin, national president of the American Civil Liberties Union, in a sharp letter to President Ruthven of the University of Michigan which last semester barred the re-entry of thirteen students.

Professor Ross declares in his letter that during his long and varied connections with universities during a period of forty-six years, he cannot recall a single case in which a student has been barred from a university because of opinions on public questions. He closes his letter with a plea that such a precedent will not be set by the University of Michigan.

* * *

NEW JERSEY STATE FEDERATION OF TEACHERS.—Further extension of the tenure and pension rights of drafted teachers beyond the provisions of a bill already introduced as A519 is being proposed by the New Jersey State Federation of Teachers. The organization now seeks to compel the payment of premiums by the employing body for the duration of a drafted teacher's military service. The bill, as it stands, provides that a member of a pension or annuity fund may continue his or her rights by payments during the draftee's term of service.

* * *

430 LOS ANGELES, CAL.—"Every overloaded class is composed entirely of under-privileged children."

This is the conclusion of an editorial in the Local's newspaper by Winifred Betts, Local president, in which she tells of the facts behind the increasing classroom load of Los Angeles teachers. President Betts punches holes in the precise figures handed down by the Board of Education statisticians—figures which show that the classroom load this year is 35½ children, a supposed gain of a half child over last year's figure.

The tax situation is bound up with the city's overloaded classrooms, she reports,

and the best method of providing action to reduce "underteachered" classes is wide enrollment by teachers in the Union. She demands that ways and means be found to enforce equitable taxation to provide schooling.

She contends that a reduced number of teachers are now expected to handle an increased elementary-school enrollment and that 800 teachers have left the school system during the past five years. Of these 500 have been elementary teachers of which only 140 have been replaced, leaving a loss of 360 teachers.

President Betts shows that many of the classes have 45 students, and that the total teacher time per student, per working day, per subject amounts to one minute of individual attention.

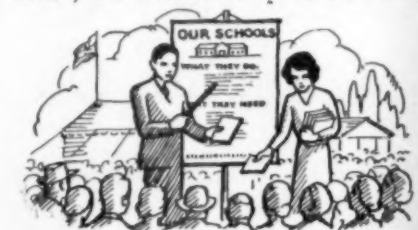
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557 KENOSHA, WIS.—A political symposium sponsored by the Local brought three well known speakers before Kenosha voters at a meeting at the Town Hall with Dr. George Axtelle of Northwestern University and college vice-president of the AFT acting as moderator.

On the symposium were Senator Elbert Thomas for the Democratic party, D. J. Kenney, Republican state leader, and Maynard C. Krueger, member of University of Chicago Local 259 and vice-presidential candidate on the Socialist ticket.

* * *

NEW YORK STATE FEDERATION OF TEACHERS.—The State Federation of Teachers Unions brought to half a million upstate farmers at the Syracuse State Fair the slogan "Well educated children are the best defenders of democracy." In addition to the State Aid Booth, the Federation presented three



motion picture films: "Safeguarding the Schools," "The Activity Program," and "Negro Education." Nearly a million pamphlets were distributed.

Teachers Unions of the state are conducting a continuous campaign to acquaint the voters with the real needs of their schools and thereby forestall the attacks of budget cutters.

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Drawings by Chandler Montgomery

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GEORGE T. GUERNSEY, *Editor*

ENTERED as second class matter January 3, 1939, at the post office at Chicago, Illinois, under the act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of February 28, 1925, authorized November 3, 1926.

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Special Christmas Gift Combinations

The AMERICAN TEACHER is arranging a number of combination offers of magazines to be used as Christmas gifts by AFT members. Two combinations are ready to be announced. You may get *Propaganda Analysis* and the AMERICAN TEACHER for one year for \$2.75 or *Survey Graphic* and the AMERICAN TEACHER for \$3.75. Send the AMERICAN TEACHER to some teacher-friend for Christmas and send the other part of the combination to another friend or to yourself. Incidentally, Chandler Montgomery has designed a special Christmas card which will be sent out with your signature.

AFL Meets on Vocational Education

Desire for a general overhauling of the vocational education program of the administration was evidenced in Washington, D. C., on October 4 by the AFL when Vice President Matthew Woll, chairman of the Federation's Permanent Committee on Education, called a meeting of his Committee for October 16.

The meeting was called, the Federation said, "in view of the wide-spread confusion in the field of vocational education due to the many agencies undertaking defense training and the general lack of effort to co-ordinate plans, methods or purposes."

"While the AFL recognizes that time is an essential element in the defense program, it also recognizes the danger to labor, to production and to national progress in revolutionizing apprenticeship training without safeguarding the present and future interests of the workers con-

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cerned and of other employed workers," a statement said.

"Workers trained in only segments of a craft are not craftsmen. Labor wants safeguards in connection with quick training that will safeguard workers against becoming merely machine tenders and the lack of education that hinders adjustment to the changes and responsibility of industrial and national life."

Members of the Federation's Permanent Committee on Education are Woll, John P. Frey, Elmer E. Milliman, Irvin Kuenzli, and Thomas Burke.

George Googe, Frank Fenton, Henry Ohl, Jr., Marion Hedges, E. C. Davison, and Michael J. Colleran were asked to consult with the committee.

AFT Wins Indiana Tenure Suit

Friends of teacher tenure, one of the requisites for good teaching, will be glad to learn that the AFT has been victorious in its suit in the Peru, Indiana, case. The judge, in handing down his decision on October 10, 1940, stated that there was no doubt in his mind that "Schedule E" was designed as a means of evading the State Tenure Law and that its use would actually set aside the Law.

In the spring of 1939 the Peru school board adopted a new salary schedule and included in the schedule a provision called Class E, as follows:

- (1) Teachers who are considered inefficient.
- (2) Teachers who lack sufficient control over the technique of teaching.
- (3) Teachers who lack sufficient classroom discipline.
- (4) Teachers who lack initiative.
- (5) Teachers who fail to put forth a sufficient amount of effort to secure justifiable results.
- (6) Teachers who have a nonprofessional attitude.
- (7) Teachers who fail to carry out the recommendations, suggestions, or requests from the principals, supervisors, superintendent or board of school trustees.
- (8) Teachers who neglect further training in an accepted and recognized summer school.
- (9) Teachers who are under-qualified.
- (10) Any other justifiable cause.

Final decision as to teacher placement in Class E rests with the board of school trustees. Those teachers who rank in Class E will be reduced to the minimum state wage.

Three teachers were placed in Class E and their salaries were reduced to the state minimum.

The American Federation of Teachers has made several investigations and is convinced that Class E is being used unjustly in Peru and that it constitutes a threat against all teachers in the State. In consequence the AFT has been paying the costs of a suit in court to test the validity of Classification E.

On October 10, 1940, the following decision was rendered in circuit court:

"It is found by the court . . . that Classification E is illegal and void and it is therefore considered and adjudged that the defendants and each of them be and they are hereby enjoined from using and applying Classification E . . . in the School City of Peru, Indiana".

If the Board of School Commissioners in Peru decides to appeal the decision of the circuit court, the American Federation of Teachers is prepared and has already decided to carry the case to the United States Supreme Court.

The significance of this decision lies in the fact that teachers affiliated with labor were able to bring about a remarkable victory which helps to guarantee that *all* the children of Indiana shall have teachers who are judged on merit rather than on the whims and fancies of those vested groups who have tended always to discriminate against courageous and forthright teachers who understand the demands of our period of history.

AFT to Ballot on Amendment

The Howard Teachers Union, Local 440, has submitted the following amendment to Article IV (Charters) to the national office with the request that it be sent to all AFT locals in accordance with Article XII of the Constitution: "Section 7: Where there is an existing local in good financial standing with the Federation, no additional charter shall be issued with jurisdiction which is identical with, or which overlaps, the jurisdiction of the existing local without that local's consent."

The following locals representing 9,029 members (more than 10 per cent of the total membership as required by the Constitution) have endorsed the amendment: Local 440 (Howard University), Local 5 (New York City), Local 453 (WPA, New York City), Local 460 (Evanston, Ill.), Local 470 (East Northfield, Mass.), Local 479 (Cincinnati, Ohio), Local 537 (New York College Teachers), Local 27 (Washington, D. C.), Local 623 (Albany, New York), Local 441 (Boston, Mass.), Local 622 (WPA, Washington, D. C.), Local 431 (Cambridge, Mass.), Local 230 (Northampton, Mass.), Local 481 (Essex County, New Jersey), Local 611 (Fisk University), Local 442 (Palo Alto, Calif.), Local 192 (Philadelphia, Penn.), and Local 484 (Springfield, Mass.).

On November 20 ballots will be mailed from the national office to the treasurer of all locals; they must

be marked by individual members of the Union. No ballots will be accepted postmarked later than January 19, 1941. Both the marked ballots and the result of the local's vote must be returned to the national office.

Use and Support Your Labor Paper

According to the papers received by the AMERICAN TEACHER, two AFT locals, No. 346 (Chattanooga, Tenn.) and No. 89 (Atlanta, Ga.), publish weekly columns dealing with educational problems in their respective labor papers. While it is probably true that labor papers are not flush with space, we suspect that they would use more AFT news with a local slant than they do now if they were pushed a little. We also suspect that many locals have been lax in getting subscriptions for the local labor press. There is no reason why labor papers should not carry feature articles on child care, parent education, problems of taxation as they relate to education, and sympathetic articles on the problems of teachers written by AFT members.

Hendley Refuses Membership Lists

Again those staunch friends of public education and collective bargaining, the press, have been featuring articles on the refusal of Charles J. Hendley, president of Local 5, New York City, to turn over the membership list of the local to Senator F. R. Coudert, Jr., head of the state legislative committee investigating "subversive influences in the schools." President Hendley has been held in contempt by Judge John F. Carew for his refusal to surrender the membership list but a stay of execution has been granted pending an appeal to the appellate division sometime in early December.

What the press has not pointed out in this case is that outstanding educators, labor leaders and friends of civil liberties have issued statements upholding Mr. Hendley's action. President Counts called the Committee's subpoena of the membership list a "tendency toward the totalitarian practices and outlook" which the AFT is fighting.

Matthew Woll, vice president of the AFL, has also issued a statement pointing out the dangers of complying with the Committee's request. The American Civil Liberties Union and the American Committee for Democracy and Intellectual Freedom have both asked Senator Coudert to withdraw his request for the Union's membership list because "of the misuse to which the membership list may be put."

In order that the AMERICAN TEACHER may serve as a medium for the discussion of the educational problems of today, the contributors are not necessarily expressing the policies of the American Federation of Teachers. It also should be clear to readers of the AMERICAN TEACHER that the various Convention Committee reports which are published in the journal are not to be interpreted as AFT policy, except where they coincide with action taken by the delegates to the National Convention.

The President's Page

AFL Generously Supports Teachers' Organizing Drive

AT ITS MEETING in Washington last May the Executive Council of the American Federation of Labor passed the following resolution:

"WHEREAS, Public education, appropriately conceived and adequately provided, is the surest defense of democratic institutions at all times; and

"WHEREAS, The critical and difficult tasks now confronting the American people call for the extension and improvement of the program of public education; and

"WHEREAS, A concerted and widespread effort is being made by reactionary interests to reduce school expenditures, to abolish indispensable educational services, to impair the quality of the entire educative process, and to reverse the long trend toward the equalization of educational opportunities in the United States; and

"WHEREAS, The teaching profession, when organized as an integral part of the labor movement and when supported by the organized working people of the country, has proved itself the most powerful and effective defense of public education; and

"WHEREAS, The time is ripe for the launching of a vigorous campaign to bring a substantial proportion of the teachers of the nation into the organized labor movement; therefore, be it

Resolved: That the American Federation of Labor reaffirm its support of and confidence in the American Federation of Teachers, co-operate with it and in every possible way assist the American Federation of Teachers in a nation-wide campaign to organize the teachers of the country, and appoint an organizing committee to work with a similar committee from the American Federation of Teachers to formulate plans, marshal resources, and prosecute the campaign."

At its post-convention meeting in August the Executive Council of the American Federation of Teachers responded to this resolution by appointing an organizing committee to work with a corresponding committee from the American Federation of Labor. Those appointed to the committee are Arthur Elder, chairman, John D. Connors, President Counts, and Secretary Kuenzli. Mark Starr was asked by the Council to work with the committee because of his wide knowledge of the labor movement and the esteem in which he is held by leaders of the American Federation of Labor.

On September 4, President Green appointed a strong committee of three to represent the American Federation of Labor. This committee is headed by Vice-President Matthew Woll and includes also John P. Frey, President of the Metal Trades Department, and E. E. Milliman, President of the Brotherhood of Maintenance of Way Employees. These men have been interested in and familiar with the problems of education for many years.

The joint committee met for the first time on September 27 in New York City. At this meeting the general problem of the organization of teachers was discussed and a program for the current year outlined and adopted. This program called not only for the vigorous moral support of local, state, and national bodies of the American Federation of Labor but also for generous material assistance from President Green's office. The latter took the form of a request for two full-time organizers and additional financial aid for paying the travelling expenses of volunteer organizers—members of our local unions who will devote week-ends and holidays to organizational work in neighboring communities. The request was presented to President Green by the American Federation of Labor representatives of the joint committee.

Word has just been received that the request has been granted in full. This means that a vigorous organizational campaign can be conducted throughout the country during the current year. In addition to two full-time organizers who will be named shortly by our Executive Council a considerable sum will be available for voluntary work. Under the plan developed by the joint committee Secretary Kuenzli will co-ordinate the national effort.

This generous and whole-hearted support on the part of the American Federation of Labor is extremely welcome for two reasons. In the first place, it should make possible during the year the formation of a number of strong new locals, the strengthening of many old locals, and a general increase in membership. If the American Federation of Teachers is to play its proper role in the defense of public education and the cause of democracy in the very difficult period ahead, it must attract to its ranks a far larger proportion of the teachers of the country. Our present membership of thirty or forty thousand certainly does not include all teachers who accept or can be persuaded to accept the philosophy of the Federation. We should aim in the next few years to enroll at least 10 per cent of the profession and increase our membership to 100,000 members. This is certainly not impossible.

In the second place, this support of the American Federation of Labor is clear evidence of confidence in our union and marks a decided improvement in our relations with the parent body. Since we are so dependent on the



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The Secretary-Treasurer's Page

Defense in Duluth: An Open Letter to Duluth Teachers

Dear Fellow Teachers:

Allow me first to express my deep appreciation of the cordial and friendly attitude of the many teachers of Duluth whom it was my pleasure to meet in my recent visit to your city. There is something in the sound, sensible spirit of liberalism among the teachers of the Far North which exemplifies a type of genuine Americanism far deeper than the current display of the colors and wearing of patriotic pins.

On the day before I arrived in Duluth, the local press announced with large front-page headlines, "City School Levy Cut \$107,832.00." I was informed that representatives of organized business groups had appeared before the board of education and presented arguments that the budget must be cut because it will be necessary to divert tax funds to the national defense program. Perhaps thoughtlessly, these men of big business are demanding that the children in the schools today be asked to finance the rearmament program by sacrificing part of their education. I emphasize the word "thoughtlessly" because these men of business certainly have not pondered carefully the ultimate consequences of cutting school budgets during an emergency such as the Nation now faces. Free enterprise in America can exist only so long as democratic government exists. Since public education is the only guarantee of democratic institutions, the destruction or serious curtailment of the public schools can result only in eventual suicide for business itself.



Two years ago I happened to attend a dinner meeting of school board members at the historic Queens Highcliff Hotel at Margate, England, near-Dover. Beside me sat a British business man, a school-board member from a city approximately the size of Duluth. When I inquired of him whether organized business men in England had attempted to curtail public education, he was astonished and said, "I would have you understand, sir, that the education of our children is the *last* place we would cut expenses." It is probable that the United States is the only large nation in which organized business groups actively oppose the education of children.

It is difficult, however, to convince practical-minded American business men of the philosophical need for ade-

quate educational facilities as an essential concomitant of democratic government and of a successful national economy. The business man thinks in immediate terms of dollars and cents and red and blue ink. To the man of business, \$107,000 is a tremendous "saving." But, is it? The total "saving" amounts to approximately \$1.00 per year per citizen of Duluth—about one-fourth cent per day—less than a penny a day for the average family. Less than the price of a one-cent postage stamp or a cigarette per day "saved" to take from the children of the city a month of schooling or equivalent curtailment! Obviously, the "saving" for the average home owner is so small as to be inconsequential but the effect on the school system is tragic—even though camouflaged. Only those who can well afford to pay are favored by any substantial "saving."

Purposely I have placed the word "saving" in quotes to indicate that the trivial one-fourth penny per day is not actually an economic saving. What is the effect of the curtailment program on business? Since more than 90 per cent of operating costs of public schools are spent for salaries of teachers and other employees, it is obvious that the retrenchment program means that approximately \$100,000 will be subtracted from the expenditures of these employees in Duluth business houses, life insurance companies, and other agencies of industry. Furthermore, real estate values decline and cities are less attractive to new industries when educational facilities are curtailed.

You will scarcely believe that a few teachers in Duluth expressed the opinion that "if the funds are not available, we should teach without pay." While there are few teachers in America who would not be willing to make any *necessary* sacrifice in defense of American democracy, these visionary teachers who would teach without pay should ponder the fact that such action is (*ipso facto*) economically unsound and that the employment of free labor or cheap labor tends to aggravate the very conditions which caused the depression. These teachers should ponder the fact, also, that while they are working without pay the community is spending many times the cost of education for luxuries. In one city comparable to Duluth, business groups sponsored a vigorous campaign to curtail public education and to cut the salaries of teachers and other school employees. While the teachers nobly and generously contributed their services without pay, the citizens spent more than twice as much for liquor and tobacco as the total cost of education and almost as much for movies and beauty parlors as for teachers' salaries.

On October 12, Mr. R. A. Olson, President of the Minnesota State Federation of Labor, and I conferred at

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Blitzkrieg on a Labor School Board

Henry L. Johnson

The free press in America is free to tell the truth. It also is free to tell part of the truth, to misrepresent, to misinterpret, to color the news, to play favorites, to decry the faults of one public official and to condone the same faults in another.

School people are most sensitive to press reaction because public-school systems, particularly in metropolitan areas, succeed or fail in gaining public support as that support is reflected by the daily newspapers.

Here is the story of Cleveland, its schools, its three daily newspapers and its Board of Education which since 1936 has been controlled by four or more "people's" candidates, as distinguished from the "blue-stocking" candidates who had controlled the schools for almost two decades.

The author tells how the schools have fared since organized labor won majority representation on the Board of Education.

A 30 PER CENT salary reduction for every one of the Cleveland school system's 6,000 employees, teachers and charwomen alike, went into effect last September for a four-month period. Another cut may be forthcoming next year if the schools encounter further reductions in tax income, and it is entirely possible that the entire system may be shut down if a levy which supplies 31 per cent of school income is not renewed this fall by the voters.

The morale of the teaching corps may well be imagined with this resumé of the financial situation in Cleveland.

Esprit de corps of the teaching staff was dealt a body blow during the early 1930's when shortages in school income were taken out of employees' salaries almost exclusively. Since that action first was taken by a hiring of the former "blue-stocking" Board, almost \$10,000,000 was transferred from salaries to other purposes.

Morale made a comeback when spokesmen for human rights as opposed to property rights were voted four of the seven School Board places by the electors in 1936. But then the "dead cats" began to fly in the daily press, and hardly a week has passed that some piddling action has not been magnified into a major blunder by critical journalists.

The anomalous result has been that Board members under fire have been elected and re-elected, but several school finance measures have been defeated even with majority newspaper support.

Of course there are other factors in addition to continued newspaper criticism of the Board, one of them being the well organized and well financed campaigns against teachers' salaries. These campaigns have been supported by combines of real estate owners and downtown building managers.

Last May, to be specific, certain real estate interests printed and distributed in almost every home in Cleveland a handbill listing the names and salaries of 3,800 Cleveland public-school teachers. The handbill called for defeat of a

one-mill levy which would have enabled the schools to pay teachers their regular salaries in full.

Now note the conduct of one newspaper in respect to this campaign. On May 8, 1940, *The Cleveland Press*, first newspaper in the chain founded by the late E. W. Scripps, said: "To insure adequate instruction at adequate pay vote 'Yes' on the school levy May 14." Ten days before the vote on the levy, *The Press* announced that the levy would pass by a 57 per cent vote, a judgment based on a voters' poll. On May 14 the levy was defeated, and *The Press* concluded editorially that the defeat was "a resounding repudiation of the policies of the majority bloc"—meaning the policies of the labor-endorsed Board members.

Actually the defeat was due to the resentment of citizens influenced by the building owners' argument that teachers' salaries are too high. This was evidenced by *The Press* poll, which showed 57 per cent of electors prepared to vote for the levy *before* the salary list was published.

None of the three Cleveland dailies took the slightest editorial notice of the salary handbill. None of them criticized the group which brought about a 30 per cent paycut for school employees.

Six months later—a similar handbill was distributed, listing "high salaries" as an argument for defeating a four mill levy which the Cleveland schools need vitally to continue normal operations. Whereupon *The Press* repeated its endorsement of the levy, and rebuked the building owners in ladylike fashion, to wit:

"No one would deny the right of any citizen or group to campaign for a lower salary rate for teachers. We do not, however, believe that the proper course is to wait until election time when a levy essential to the operation of the schools is at stake. It would be more appropriate for them to campaign for lower salaries between elections, and try to force a decision on that question on its merits."

Strangely inadequate language was this in the opinion of teachers who had to face children in the classroom who did not hesitate to say, as one child did, "My father thinks you get too damm much money." Scores of teachers incurred the ill will of their neighbors because they were revealed as making more money than many workingmen. Inadequate was this also in light of the violent abuse showered on Board members for far less heinous offenses—abuse which painted them as reckless, careless, spend-thrift, ignorant, unpatriotic and conscienceless.

Teachers Union officials have good reason for believing that the salary question motivates most of the oppo-

sition to the Board of Education and to school levies.

Board members and union leaders have been told on several occasions by Chamber of Commerce representatives that the only way to win their support for the Board's financial policies is to put school salaries permanently on an 85-per-cent basis. If this were done, they perceive that most of the civic groups which have been clamoring noisily against them would cease their opposition and that newspaper hostility would be softened in consequence of the lessened verbal barrage.

But the Board has proceeded in its determination to give teachers and other workers a voice in school policies and to return them to the salary schedule first adopted in 1921.

It was the anti-labor *Cleveland Plain Dealer* which blew the first sour note against the Board shortly after the election which overturned the old order. *The Plain Dealer* announced that a "labor bloc" had secured control of the Board, and the other two Cleveland dailies chimed in with stern dicta against "blocs." The fact was that a bloc supported by the "better people," as righteous civic groups always think of themselves, had been elected just two years before without the least bit of newspaper comment or criticism. There was then no feeling on the part of the editorial writers that "blocs" were out of place in the schools.

Newspaper comment on Board actions after the crucial 1935 election became increasingly critical of the labor-supported Board members, but that criticism was trifling in comparison with the torrent of feeling stirred up by the newspapers since 1937, when the labor "bloc" made known its decision to restore salaries from the depression level of 85 per cent to the new level of 96 per cent. Since that time, editorial pundits have been unceasing in their diatribes, and reporters diligent in "blowing up" every slightest indication that Board members are not precisely angelical though, apparently, they were pluperfect in the "good old days."

So much feeling against the Board and the schools has ensued that this year the directors of the Cleveland Women's City Club were moved to urge defeat of the school operating levy even though the schools might be forced to close. The president of the club, who does not herself live in the Cleveland school district and has no children in the Cleveland schools, gave point to the directors' action by revealing that they sought to achieve a "repudiation of the work and tactics of the majority bloc."

Most of the large civic groups which have been fighting the Board and its efforts to finance the schools adequately are composed of well-intentioned persons who live outside Cleveland proper, but who consider it a sacred duty to take an active part in Cleveland civic affairs. Many of these persons live in suburbs whose schools are in a far better financial position than the Cleveland schools and whose school tax rate has been for years higher than the Cleveland school tax rate.

A Cleveland resident who wrote to the editor of *The Cleveland News* recently to that effect was roundly chas-

tised by the editor, himself a suburban resident, in these words:

"A Touch of Stupidity.

"The *News* regards passage of the school levy on November 5 as most important, but it is bound to defend the right of civic organizations to express their opinions, no matter on which side of a local boundary line some of their members live."

Of course the editor missed the point made by the letter-writer. The point was that, to be consistent, those who take great interest in a school system of a district in which they do not live might take an interest, possibly even a critical interest, in the schools of their own community. But none of the Cleveland school critics ever make inflammatory statements about the finances of their own schools, so far as this writer has learned.

And the Cleveland schools, for those interested in finance, have a most excellent record for efficiency and economy. This is true in the face of a bitter struggle to maintain an outstanding school system crippled by reduction in tax income, reduction in property valuation, and a state law which requires schools to go frequently to the electorate for a large part of the continuing expense of operating the schools.

The Cleveland newspaper readers well may be bewildered by the continuing hostility of the daily newspapers, the Association of Building Owners and Managers, the Citizens League, the League of Women Voters, the Women's City Club and other groups of well-to-do suburbanites, in the face of this record:

The Cleveland school tax rate on real property has been, for several years, the lowest among the twelve cities in Cuyahoga county.

The Cleveland school district receives a smaller part of the taxpayer's dollar—32 per cent—than any of the other eleven city school districts in Greater Cleveland. The suburb in which many of the most vocal Cleveland school critics live receives 62 per cent of the tax dollar.

The per capita debt of the Cleveland schools is, and has been for some years, the lowest of the county's city school systems.

The Cleveland school district has, since 1929, reduced its share of the property tax from 40.5 per cent to 31.3 per cent, and its operating expenses have been cut more than \$2,500,000 a year. Few subdivisions can match this.

School enrollment since 1929-1930 has declined 12 per cent. Current expenditures have been reduced by 14 per cent, while the number of teachers has been cut 18 per cent.

In the face of all these facts, it is incomprehensible to school people that newspapers, civic groups, and voters generally do not give credit where credit is due—why they do not, in a phrase, separate the sheep from the goats and lead a civic crusade for support of a school system and a financial policy which are second to none in the State of Ohio.

Neglected Youth: America's Peril

Goodwin Watson

IN THE excitement of an emergency when people lose their heads, they are said to throw the baby out of the window and tenderly carry the mattress downstairs. The defense program has thus far been based upon some such topsy-turvy values. Washington is apparently quite given over to the production of tanks, airplanes and guns. If anyone has remembered that Hitler began a far-reaching youth program some years before he started rearmament, that fact has made little impression. Congress has given our all to make sure that manufacturers can count upon profits and has even agreed to pay for new plants with public money—then hand them over scot-free to industry. That, they tell us, is necessary to build up morale among the half-hearted industrialists. Nobody that is anybody is concerned about what is necessary to build up the morale of youth. They will, of course, be eager to fly the planes and squeeze into the cramped quarters of tanks and submarines. Industry will stall, it seems, unless something better than the average profits for the period, 1935-1939, can be promised, but youth, Mr. Willkie says, should sacrifice. President Butler thinks youth should sacrifice. Mr. Ford, Mr. Du Pont and lots of people think youth should sacrifice. It certainly is wonderful for youth to live in a free country where they can lay down their lives for something fine like democracy, isn't it? Of course youth ought to toughen up a bit. Youth is getting pretty soft from too much riding in Cadillacs.

A few lonely voices have been concerned about the human side of cannon fodder. Gallup polls during the summer found 44 per cent of well-to-do adults, over fifty years of age, for intervention in the European war but less than a third of youth under thirty taking that attitude. "Wars," wrote Ralph Ingersoll in a passionate editorial in *PM*, "are fought by kids." Not dollars, not guns, but kids. If the kids don't find the game worth the candle, of what use are the shiny war-machines going to be? Is it true that some American young people have been wondering whether they would be any worse off under Hitler? Didn't Hitler give everyone a job?

The most futile pastime of adults who attempt to deal with youth is to scold. What good will it do to call one another "irresponsibles"? Youth is strangely unimpressed by the superior wisdom of the adult leaders who have gotten our economy and our world into the present mess.

Leslie Gould gives an effective illustration in the first chapter of his book, *American Youth Today*. He begins with the scene on the White House lawn that rainy, sleety, February Saturday when 5,000 expectant youths from every corner of the United States were scolded by

the President for passing resolutions on subjects about which they could not have complete knowledge, for asking legislative panaceas, and for the "unadulterated twaddle" of their views on foreign policy. Leslie Gould knows those Youth Congress youngsters personally and intimately, and the soliloquy which he writes is probably not far amiss.

He said in his message to Congress, didn't he, that we unused youth were a primary concern. Then he went and cut millions out of NYA, CCC and WPA, didn't he? . . . We don't want hand-outs. We don't want any "permanent remunerative occupation of our own choosing." We want a simple little American want—to talk, pray, and think as we please and eat regular. We want a chance to work and learn, to enjoy the Bill of Rights, to live in peace, not die in pieces. . . .

This is a terrible problem we face and we know it can't be solved by calling a lot of names. We know that lots of toes are going to be stepped on when we start putting the answers into practice. . . . That's why they're smearing us all right. Trying to keep us divided. But it won't work. We've seen the way and we're heading there. Suppose we haven't thought things through to the very end. Suppose we haven't got 100 per cent sure-fire knowledge of everything we're battling about. Well, who has? Has the President? Or his Cabinet? Or the Republican mucky-mucks?

Gould writes each line with a punch. The story of youth and its needs in the United States of today is told in facts and also in cases. Cathy Robinson, age only sixteen, had been part of a share-cropper family—evicted, camped along Highway 61, but rounded up by police to keep the highway from disgracing the State of Missouri. Seventy families in an old warehouse without sanitary facilities of any sort was less disgrace, as they saw it. Ernest works in a shoe factory, to take care of a family of five including a brother with tuberculosis. "I'm on piece-work now," reported Ernest, "you get 42 cents for fifty pairs of shoes. Highest I ever made by working at a headache pace allatime was \$11. I never made less than seven but usually hit in between with eight-fifty or nine." Talk about the Dead End Kids, says Gould, why, 85 per cent of working youth feel that they're on dead end jobs! "If you work for a living you're in business," say the billboards. "Save the American way!" "Why?" ask Cathy and Ernest and others of the four million out-of-school, out-of-work, and out-of-luck youth.

The Federal Government has a youth program, to be sure. Gould doesn't forget this. But "NYA reaches only one-tenth of those in need and provides them with the princely wage of \$3.86 per week. Remember that this is an average. . . . Youth's voice is too infrequently heard on the advisory boards and counsel tables of NYA. . . . Biggest paradox about the CCC is the 'Civilian'

in its title and the military in its control. . . . Education in the camps is inadequate. Fifty cents per boy per year is the expenditure on education.¹ Thirty-five per cent turnover exists among the educational advisers. . . . Adjustment to the working world is not adequately provided. . . . Young women are untouched by any of the work of the CCC."

Gould is properly impressed with the National Resources Committee report that thirteen million families—many of them with several children—are having to get along somehow on an average income of \$471 a year. On the dollar a week per person which they can spend for food, they get less than half of what might be their share. And "despite marked shifts during depression-bottom years, the basic national-income pattern was virtually the same at the end of the Roosevelt 'revolution' as it was prior to it."

He is the spokesman for those youth who think something can and should and must be done. The closing chapter is called "Tomorrow Always Comes."

We're going to be frank about the American Dream business. We like the idea, but we hate the way it's working out. . . . We've got a pioneering spirit but it's high-g geared and streamlined. . . . We want to take what exists and make it better and more of it. What is lacking we want to create. We want to rejoice in the sweat and tiredness that follow a job well done. We want to feel the glow of being sons to our fathers and daughters to our mothers. We want to extend the continuity of teacher and pupil, craftsman and apprentice, that is the golden thread of America's success. . . . We are the America of tomorrow. We'll have to foot most of the bill. . . . We are not afraid and we are not alone. Joined with us are all the others—the Negro, the white, the Catholic, the Protestant, the Jew, the free-thinker, the countless faiths. Marching with us are the young in white collars, dirty overalls, muddy boots, gingham aprons, clergy's vestments. . . . America's greatest songs are yet unsung. Her greatest battles are not yet won.

Many a teacher, responding to the fire of youth's spirit as reported by Gould, may wonder, "Why are my pupils not more like that?" The sad truth is that *American Youth Today* is about the actives who are less than 1 per cent of the total youth population. They count for more because they are leaders, and it is important to know what they are thinking, but they aren't typical. They may sometimes be extreme in their reactions, but America need worry far less about them than about the apathy of the 99 per cent. Maxine Davis some years ago wrote of the "Lost Generation"; "The tragedy of this generation is that it has no faith. They do not rebel, because rebels must have a glowing faith in something. Our boys and girls neither believe nor disbelieve. . . . In effect, they shrug their shoulders, spread their hands and say 'Kismet.'" Pearl Buck calls them "docile, and nothing is so unhealthy in the young as docility." Ruth Fedder finds youth "stagnating, intellectually, emotionally and morally." *Fortune*, in June, 1936, summarized college youth, as "fatalistic, cautious,

subdued, unadventurous. The present day college generation will not stick its neck out. It keeps its shirt on, its pants buttoned, its chin up, and its mouth shut. *Security is the summum bonum of the present college generation.*" Howard Bell observed, after his study of Maryland youth: "In the old a smug conservatism may be a menace, but in the young a listless apathy can quite easily become a national calamity." The virtue of Leslie Gould's book is that it shows some youngsters who do care and who are trying to do something. The immediate problem for America is that neither the "actives" nor the "passives" seem likely to be enthusiastic about making their contribution through military service.

A more moderate, balanced and somewhat prosy account of modern youth is given by Bruce L. Melvin in his *Youth—Millions Too Many?* The book is "dated" in that war developments have changed some of the aspects of the problem, but youth comes into these new developments handicapped by the economic limitations, wasted natural resources, poor housing, dull village life, "incongruous education" and inadequate recreation which Melvin discusses. Only about a third of farm youth can hope for a future on the land. Village youth have nothing in prospect. City youth crowd the relief programs. So what to do? Melvin urges community councils which will study the situation and bring together leaders of all agencies concerned to work out a plan of action for the local needs.

Millions too many youth? Not if the needs of America's unemployed millions are satisfied—hungry and miserable in their wretched homes. Not if America's marginal families are given a little more security.

Melvin believes this can be done by an extension of present planning efforts within our time-honoured economic system. He does not remark, as Gould does, upon the lack of any youth welfare program from such organizations as the National Association of Manufacturers or the United States Chamber of Commerce. He does not take as seriously as would some the difficulty which the American Youth Congress has had in getting any co-operation from business leaders in its efforts to work out plans to meet youth's needs.

As soon as one mentions the American Youth Congress, there is a raising of eyebrows. Communists? Fifth columnists? Few of the reporters who have written about the Congress saw what *Fortune* (May, 1940) recognized as the "story behind the story . . . one of a generation of bewildered, passive and sold-down-the-river youngsters, 4,000,000 of whom just hang around the towns and villages of the U. S. waiting for an economic system to expand and take them in." Rather than an appraisal of the actions and programs of this group of youth, the press has given us instead the semantically silly struggle to get the Congress to say the patriotic shibboleths. Even when the Congress took the stand into which they had been hounded, the press was not satisfied. The account in *Time* magazine of the American Youth Congress meeting at Lake Geneva in the early summer of 1940 was

¹Reviewer's note: this must be an error; it wouldn't begin to pay the adviser's salary.



"Where to?"
"What next?"

Carl Sandburg's people ask. And so do the American young people pictured here.

Photographs by Ann Rosener,
National Youth Administration.



as complete a misrepresentation as one can find in American journalism. The AYC adopted a resolution condemning "all forms of dictatorship regardless of whether they be communist, fascist, Nazi or any other type." The story in *Time* played up the idea that the Congress must be under red control because it failed to condemn communism by name. The bald contradiction between the facts and the report is not much illumined by the following letter of explanation from the editors.

It is true, however, that the Congress did not condemn communism, fascism, or Nazism by name, as we said in our story. They did reaffirm a resolution made at last year's convention to this effect: "Be it Resolved That this Congress of Youth record its opposition to all forms of dictatorship regardless of whether they be communist, fascist, Nazi or any other type." But since this was merely a reaffirmation, it did not seem to us to be particularly newsworthy.

So it was not *Time*-newsworthy that the Youth Congress opposed all communist and other dictatorships. *Time* could give space only to the utterly false charge that they had failed to do so. The puerile alibi then is made that anyhow the Congress had condemned these dictator-

ships the year before, so it couldn't be news when they did so again.

The point of this little digression is to show that co-operation of all elements in the community may not be so easily won as Mr. Melvin would like to think. *Time* magazine was not alone in this distortion. The press with almost complete accord has hinted at communist influence in the Youth Congress and has left out the problems the young people tried to face and the solutions they tried to propose. The more credit to *Fortune* for its Youth Congress article which recognizes that witch-hunting solves few youth difficulties.

To shout "Communist" at leaders of the Congress may or may not be fair; but in any case it does not exorcise the unhealthy condition of society that has evoked the Youth Congress like pus in a wound. True, the government has tried to help youth by means of the National Youth Administration and the CCC—stopgaps that are providing jobs for 600,000 young people today, plus part-time work for 470,000 students. But the NYA and the CCC are not enough.

The basic weakness is obviously an educational system that does not prepare youth to meet the problems of living in the modern industrial economy of the U. S.; our system of vocational education is weak and spasmodic and needs drastic overhauling. Finally, the economy as a whole is sick; therefore youth, which is the most vulnerable age is sick along with it. . . . Captious oldsters who deplore the bad manners of the junketing kids may also be warned by the objects of their wrath. And that warning may best be phrased as an admonition: get busy, find a prime mover for the economy, or eventually, under siege conditions the children will pull down the republic in understandable, if not justifiable, spite.

Of all American youth the most sorely neglected are the two million whose skins are dark. The bitter tale will be felt more strongly by readers of *Native Son*. The American Youth Commission has forged ahead, slowly, carefully, collecting facts, and building up a trustworthy picture of many youth problems. Two of their publications of recent date are devoted to Negro youth. Ira deA. Reid has written a truly remarkable booklet under the haunting title, *In a Minor Key*. He presents the available facts about the situation of Negro young people, first in gist, then in salient statistics. His sound psychological thinking is well illustrated in the following typical paragraph from the introduction.

Race may not dominate but at least it throws its shadow across every phase of the Negro youth's life in the North and envelops every aspect of it in the South. From birth to death his is not only an outer environment of social and economic problems and adjustments, but also an inner environment of being Negro—which in the United States is interpreted to mean inferior, impoverished, and inconvenienced. Both of these environments are real, effective, and inescapable. They not only determine the status of Negroes but they also create the Negro personality—a personality that has had to develop in whatever way and to whatever extent it could within the iron ring of race prejudice. Like the simplest plant, the Negro youth has developed protective devices for survival and has been shaped by the environments that have nurtured him.

The reader is told, with the aid of simple graphic charts, the story of higher birth rate, more sickness, higher mortality, inferior medical services, dreary dwellings in neglected residential sections, lower literacy, fewer and poorer schools, more farm tenancy, lower wage scales for harder labor, more unemployment, more families on relief, woefully inadequate recreation, little access to libraries, excess of churches but lack of trained ministers, higher delinquency and homicide rates, and a score of states in which white and black are not equal before the law. The problem with these young people is not that they are likely to be unwilling to join the defense program but that their potentialities in health and intelligence and training have been so little utilized and developed. Modern warfare and modern defense is not tolerant of dependence, stupidity and inertia. The role which has been set for Negro youth in almost all Southern communities and in most Northern cities is almost the direct opposite of the kind of vigor, enterprise, initiative, self-reliance, intelligence, leadership and quick co-ordination with which the young Germans have been winning battles. Democracy can hardly point with pride to what we have done for our Negro youth to evidence the superiority of our social arrangements.

The second contribution from the American Youth Commission is called *Negro Youth at the Crossways*. This book by Dr. E. Franklin Frazier is a research project based upon an excellent idea. Two hundred and sixty-eight Negro young people were interviewed in Washington, D. C., and in Louisville, Kentucky. Those cities of the borderland were chosen because it was thought that one might expect there a mixture of Southern traditions and Northern urban conditions. The study has the further high merit of recognizing that class differences exist among Negro youth as well as among whites, and that family life, neighborhood conditions, school experiences, life ambitions, sex relations, work opportunities, and religious and political experiences will be quite different for lower-class youth from the experiences common to middle-class Negroes or to the very few upper-class individuals. The hundreds of quotations from Negro young people giving their experiences in each of these social institutions and movements make interesting reading. Competent social scientists will be troubled, no doubt, by the fact that it is quite impossible to tell from Dr. Frazier's account whether the particular individual is representative of a universal viewpoint among Negro youths or of a particular clique, or of none but himself. The lay reader is likely to be frightened off by sociological verbalism of which a very little will suffice to confuse a simple matter. For example:

The general pattern which the Negro community assumes in the border city results from the impact of economic and social forces upon the expanding Negro population. These forces tend to select and segregate various elements in the population as the city expands, thus giving a definite character to different areas of the Negro community, and affecting the social structure and

institutions that develop. Our description of this phase of the Negro community will be limited to the social stratification of the community.

Somehow a project which was full of high promise has become difficult and tedious. Everything is in order from preface to appendices, but somehow the book lacks vitality. Every page elaborates the obvious, and few theses emerge far enough above the clutter to be recognizable.

We turn with a sense of relief to a book which is both about youth and by youth and which is much the most fun to read. Joe, Lillian, George, Helen and Mel left Brooklyn College in a borrowed car to make their curriculum the life of people in these United States. They managed in one trip to get into a Newspaper Guild convention, a Moral Rearmament session, Hollywood studios, a Cleveland picket line, the Associated Farmers' offices, a federal migratory camp, Mexicali and Juarez, the Washington Commonwealth Federation, the Citizens' Fact-Finding Commission of Georgia, Grand Coulee, the Highland Folk School, Bloody Harlan, the United States Senate and a scattering of NYA projects. These sincere and spontaneous youngsters interviewed John Steinbeck, Deanna Durbin, Jay Franklin, Ella Winter, Anna Roosevelt Boettiger, and other celebrities. Since the men weren't home, they talked to Mrs. Maury Maverick and Mrs. John Rust. They swam in Mischa Auer's pool, visited Lionel Stander and Albert Bein, were escorted around "Tagus—the world's largest nectarine, peach and apricot orchard" by none other than Huelett C. Merrit, Jr., son of the owner, but didn't fail to talk also to Carey McWilliams. They picked up hitch-hikers, talked to filling-station employees, hamburger-stand cooks, beauty parlor girls, and youth leaders. They told people that they were writing a book about America and people scrambled to be included in the story. Somehow they managed to live on fifty cents per person per day for food and fifty cents each day for lodging. (Is American youth too "soft"?) They were often broke, but always managed. Through their racy journalistic account, one can see how the American scene looks to bright, socially-conscious youngsters from Brooklyn.

We saw a country full of immense and wonderful possibilities, but we saw too many people without self-confidence, without the dignity of youth. . . .

We remember the goodness of Doug, the star reporter who wanted to live in Mexico . . . the two girls at the market in Kansas City who had different religions but still were good friends . . . the dead land in Kansas choking all life out of farmers and their crops . . . the grocery boy who never had a chance to go to school . . . Mayor Scott drinking Coca-Colas and expounding the virtues of relief cuts . . . dark and chunky Ted Lang searching the skies for rain clouds, and his son learning to hate the Jews. . . .

We remember how we followed the Redwood trail and marveled . . . we still grow silent when we think of the tall thick trees in the night. . . .

The war in Europe started, and we began to hear the chant of the people . . . KEEP OUT . . . "It's a rich man's war and a poor man's fight," said young Evan who

wanted to farm a piece of land some day. . . .

We grew up on this trip. We learned disillusionment; but we did not become cynical. We discovered America, and we drew from its people the lesson that great things still remain to be done before the dignity of both youth and man is victorious. Above all, we learned that this dignity is possible, because we became confident in the ability of the Eddie Wagners and Tex Dobbsses and Hartford Knights to achieve it.

The Argonauts close their account in these words:

We entered the subway and bought early editions of the next morning's papers. We rode home, reading the HELP WANTED ads.

If I were to choose for them, I think I would have chosen another passage to reveal in closing, their hearts and the heart of American youth. They wrote of themselves:

We felt that we were living in a century of unlimited possibilities. Anything could happen. But could we make good things happen?

Yes, that's it! There they saw the real significance of their generation. An old order has gone—never to return. While the new arrangements are still unformed and tentative, our efforts and youth's efforts can make a difference. When old institutions fail to work, the time is ripe for new and often unexpected possibilities to emerge. Precisely because everything is now so upset in the world, and because it will be much worse before it is stable again, it may be possible to bring about changes that ordinarily would take generations.

These five books² about youth are packed with familiar problems but are evasive about solutions. Haven't we had nearly enough of problem-posing for a while? Isn't it full-time (or past time) for some creative imagination? Let's put at least as much time, money, high ability and high governmental position into the design of constructive proposals for youth as we eagerly put into designing assembly-line production for airplanes. It is regrettable that the American Federation of Teachers, in its 1940 convention, had so little program to offer to American youth. Our high-school programs have moved far in the last ten years, but they haven't begun yet, for the most part, to make the changes which would be required if youth's full range of problems were met with clear-headed planning. Colleges seem much less helpful than high schools; the devotion to subjects-out-of-tradition quite overshadows what their students need in the present world. The few experimental colleges have been sabotaged by the academic world itself. Hope for a new program cannot rest on the college people. Where then? Youth-serving organizations of the old philanthropic type are duds. They have increasing difficulty each year to raise their budgets. What is going to be done will be done

²Franklin E. Frazier: *Negro Youth at the Crossways*. Washington, D. C.: American Council on Education. 301 pages. \$2.25.

Leslie Gould: *American Youth Today*. New York: Random House. 307 pages. \$2.00.

Bruce L. Melvin: *Youth—Millions Too Many?* New York: Association Press. 220 pages. \$2.00.

Ira deA. Reid: *In a Minor Key. Negro Youth in Story and Fact*. Washington, D. C.: American Council on Education. 134 pages. \$1.25.

Lillian E. Ross, George Whitman, Joe Wershba, Helen Ross and Mel Fiske: *The Argonauts*. New York: Modern Age. 340 pages. \$2.75.

in the future with public funds. All we can see now is the draft, but that seems unlikely to attempt much beyond drill-sergeant, time-serving routines. What we know about youth suggests that any doubts the recruits may bring about military training as a way of expressing devotion to democracy will be aggravated rather than eliminated by their year in the army. There remains the possibility of a genuine youth program—beginning early and continuing on to adult life. All American youth ought to be served and serving in enterprises which tackle basic social problems and result in both educational and social gains. Perhaps we shall move soon into some kind of universal citizenship service for youth after they

complete the secondary school and before they go out into jobs or on to college or into the army. Whatever the form of the proposal, it will have to be something new, something challenging, something nation-wide, something which builds genuine morale rather than spurious flag-waving; something which tackles the defects in our democracy rather than asserts blindly our supposed superiority. Unless we can rise to the opportunity of a time like this and can meet the frustration of the hopes and energies and ideals of our over-taking generation with a program more significant and more inspiring than any which the Old World has devised, our kind of democracy will deserve its unhappy fate.

Convention Committee Reports on Working Conditions*

DURING the year, 1939-1940, education has been under severe attack in all parts of the country. Through other reports to this convention we know what techniques are being used by reactionary forces to undermine education's financial support. From our own experience we know what reduced budgets for education mean to the schools. We know that they result in reduction of educational opportunities for the children and tremendous hardships and difficulties for the teachers.

This Committee has made no survey of the status of teachers' working conditions, but certain trends were indicated in the Committee's discussions. These were that:

1. Salaries are being threatened, either by direct action or by such devices as the reclassification scheme used in Peru and Anderson, Indiana;
2. In some areas the school day is being lengthened, apparently to reduce the number of teachers;
3. School plant standards, supplies, equipment and textbooks are being reduced, creating a particularly pressing problem;
4. Class size is increasing in many communities, in an attempt by local boards of education to economize by reducing the number of teachers;
5. Increasing teacher-unemployment offers a threat to employed teachers in many ways;
6. Teacher morale is being undermined through fear of discriminatory supervision and administration of the schools, which is accentuated by the tensions and hysteria of the present time.

Because of these retrenchment trends, and because there will be more attempts at retrenchment in the coming year, the Committee feels very strongly that there is no committee whose work is more important to the locals of

the AFT than the Committee on Working Conditions. At present there is no machinery set up which furnishes the locals with the information and techniques necessary to improve working conditions in the schools.

The Committee therefore recommends to the Executive Council that the machinery be immediately set up to make this Committee function as a clearing house on all matters related to this vital problem. The Committee recommends, first, that the national office send out as soon as possible a letter to all AFT locals requesting each to report to the national chairman of the Working Conditions Committee as soon as possible on the following items:

1. The name and address of the chairman of the local's committee on working conditions (if the local does not have one, a request to be made that the local set up one immediately and forward the information requested as soon as possible);
2. A report of the efforts made by the local during the past year to improve any of the conditions under which teachers are working (involving such matters as salary cuts and restorations, salary schedules, overcrowded classes, length of working day, extra-curricular activities and amount of clerical work required, atmosphere of work, relations between teachers and supervisors and administrators, participation by teachers in the formulation of and the methods for carrying out any policies and programs by which they are affected, teacher-ratings, promotion of teachers, discriminations, health insurance, sick-leave, maternal and sabbatical leave, equipment, school building replacement and repair, conditions in rural and underprivileged areas, etc.), such report to include the *methods* used (whether successful or not), the *results* obtained, and any suggestions and comments growing out of the experience which would be helpful to others working on the same matter.

The Committee further recommends that the national office send out from time to time to all locals' chairmen on working conditions statements from the National Com-

*This report was drawn up by the Working Conditions Committee at the American Federation of Teachers Convention in Buffalo, August 19-24, 1940, but was not presented to the Convention for adoption because of lack of time. The report is being printed to aid local working conditions committees in their work and to serve as a basis for discussion of these problems.

mittee on their findings, with particular emphasis on the techniques that have been successful, in order that all may benefit from these experiences.

The Committee also urges all the locals' working conditions committees to use the National Committee to the fullest extent, by requesting information, sharing experiences, making suggestions for improving the work of the Committee.

For the immediate aid of all working conditions committees, there has been distributed a report of the chairman of the Standing Committee on Working Conditions, which gives briefly the *status*, the *trends*, certain *recommendations* that are being made by the more progressive authorities with a bibliography appended which covers material, for the most part published or recommended by the U. S. Office of Education, the National Education Association, and our own locals. This report covers salaries, teacher-ratings, sick-leave, and teacher-administration relations.

The Convention Committee, having studied the report, makes certain recommendations:

1. With regard to *salary*, the committee endorses the principle of the *single-salary schedule* but raises a warning against the danger of attempts by the school boards to use this as a means of reducing salaries; it endorses the principle of equal pay but opposes the establishment of any principle of family allowances, which the committee feels could be used to cut salaries and to discriminate between those with and without dependents; it recommends continued activity on the part of the AFT to push the drive for federal aid and to establish the policy of a salary schedule which states a minimum and a maximum salary, with provision for regular increments; it recommends continued activity on the part of state federations to carry out the AFT program, to force adherence to salary schedules already adopted, to work for more equitable state aid programs, and to secure minimum salary legislation (\$2,000 has been the previous AFT recommendation); it recommends continued activity on the part of locals to carry out the AFT and state federation programs and to lead in local drives to improve salary conditions.

With regard to *teacher-ratings*, the Committee agreed that all subjective ratings and merit ratings should be discarded because they further the spirit of competition in a field where co-operation is most desirable.

The Committee endorsed the principle of *cumulative sick-leave* until such time as it would be possible to achieve the ideal reported by at least five cities, namely, unlimited sick-leave at full salary.

The Committee feels that the matter of teacher-supervisor-administrator relations is of vital importance, as it underlies all the conditions under which teachers work. Fear must be removed; the teacher must be able to do his best work. The Committee recommends, therefore, that every attempt be made to improve relations so that there shall be achieved the utmost co-operation and teacher participation in all matters affecting the teacher. It suggests that conferences be held with progressive supervisors and that attempts be made constantly to square the practice with the liberal philosophies with which the newer books on administration abound. The

A Survey of Tenure Laws in the United States

THIS SURVEY and analysis of existing state teacher tenure laws in the United States was prepared by the members of the Legislative Research Committee of the Philadelphia Local of the American Federation of Teachers. The material presented is based upon a questionnaire sent to all the State Superintendents of Public Instruction during May, 1940. In addition, the laws themselves in the latest editions available were examined. As far as we know, all 1939 amendments are included.

No reference is made in this study to continuing contract laws. Our criteria for differentiating continuing contract laws from tenure laws were as follows:

Continuing contract laws permit continuous service without the necessity of making annual contracts. If the teacher is not notified of her dismissal by May 1 (or some such date), her contract is automatically renewed for another year. The school board, however, retains the power to dismiss teachers without cause and without hearing whenever the contract period expires. The teachers' only protection is the notice of dismissal before the end of the term.

Tenure laws, on the other hand, insure continuous service during efficiency and proper conduct. Contracts remain in force indefinitely unless terminated for causes listed in the law. Provision is made for hearings and appeal from adverse decisions. When properly worded, tenure laws offer real protection to competent teachers.

The items used as the basis for the analysis were selected with a view to their importance and our space limitations. Plans are in progress for a more detailed study covering suspension and dismissal procedures. The problem of married women teachers is receiving separate consideration.

Special mention should be made of Mr. Nathan Fox who did much of the work in connection with this study. Misses Bobman and Greenbaum were of great assistance with the questionnaire. This report was submitted by Nathan Shrager, former chairman of the Standing Committee on Tenure.

PLEASE TURN TO PAGES 16 AND 17

Committee is aware, however, that the present frequently unsatisfactory relationship can best be overcome by the building of strong unions in the schools which will constantly strive to democratize the administration and preserve democracy in education by practising it.

The year ahead will not be an easy one. With the immense sums which are being spent on a defense program, there will be the attempt to retrench in education all along the line. The policy of the AFL and AFT has always been that in time of crisis *more* education, *not less*, is needed.

The best defense which we as teachers can make in this crisis is to see that every child has the opportunity to acquire an adequate education. The Committee recommends that all locals' working conditions committees take up at once the challenge of the present crisis, not only to fight retrenchment in education, but to bend every effort to guarantee to every child in this country of ours the opportunity for a truly adequate education.

A Survey of Tenure Laws in the United States

STATE	AREA COVERED	EMPLOYEES AFFECTED	PROBATIONARY PERIOD	CAUSES FOR DISMISSAL	NOTICE	NATURE OF HEARING	APPEAL	DEMOTION
ALABAMA	Statewide	Instructors, principals, supervisors in public schools certificated by the state	Three years and re-employment thereafter	Incompetency, insubordination, neglect of duty, immorality, justifiable decrease in number of teaching positions, other good and just cause. No dismissal for political or personal reasons	Teacher must receive notice of time and place of hearing at least thirty days before hearing. Copy of charges must be furnished teacher upon request	Before board, upon request by teacher, with or without counsel. Testimony and witnesses for teacher admitted	To county courts by bill in equity. No appeal for recovery of damages for breach of contract	In salary must be general, but not below minimum salary schedule of state
CALIFORNIA	Districts of 850 or more pupils in average daily attendance; optional in districts of less than 850 average daily attendance	All certificated employees	Three years and re-employment for a fourth year. Permits two years in districts of 850 and over average daily attendance	Immorality, incompetency, unprofessional conduct, physical or mental unfitness, decrease in number of teaching positions, dishonesty, persistent violation of school laws or school board rules, criminal syndicalism, conviction of a felony	Thirty days before dismissal. Copy of charges and of law to accompany notice. Ninety days notice for incompetency	Teacher must request hearing in thirty days. Public Counsel admitted. Hearing before three referees appointed by county court and then before county court itself	To district court of appeals or to state supreme court	No statement by law. Court decisions give school board right to change hours and salary but not rank
COLORADO	Districts of over 20,000	Teachers	Three years	Tenure during efficiency and good behavior. No dismissal for political or religious reasons	Thirty days before dismissal. Written charges accompany notice	Before board, with or without counsel. Board may eliminate hearing by two-thirds vote if dismissal is recommended by superintendent and principal		Forbids reduction of salary except where general reduction applies to 50 per cent of teachers or more
FLORIDA	In counties of between 150,000 and 155,000 population	Teachers, principals, assistant - principal, appointed administrative employees with certificates	Three years or four upon notice with requirement to go to summer school for one year	Immorality, insubordination, physical unfitness, failure to obey school board's rules, conviction of felony, excessive absence, refusal or failure to discharge duties	Ten days. Copy of charge must accompany notice	Public hearing by board	To courts. Review by certiorari only	Same procedure as for dismissal. Reduction in salary must apply to all of same rank equally
ILLINOIS	In cities of over 500,000	Teachers, principals	Three years	For cause	Thirty days before dismissal. Copy of charge must accompany notice	Public or private at request of either party	Law states board decision is final	Court decision indicates power to reduce salary but not rank
INDIANA	In all school-city corporations and school-town corporations	Licensed public school teachers, principals, assistant principals, assistant superintendents and superintendents	Five years and re-employment for sixth year	Immorality, insubordination, incompetency, neglect, decrease in number of positions, other good cause. No dismissal for political or personal reasons	Notice of time and place of hearing thirty to forty days. Copy of charges to be given to teacher upon request	Before board. Teacher must request hearing in fifteen days. Superintendent must give recommendation	Law states board decision is final	No statement in law. Court decisions give school board right to change hours and salary but not rank
KANSAS	In cities of over 120,000 population	Employees holding instructors' certificates: teachers, assistant principal, principals, and superintendents	Three years	Immorality, insubordination, incompetency, neglect, inefficiency, unbecoming conduct, physical unfitness, failure to obey state school laws and school board rules, decrease in number of positions, marriage of women, failure to comply with professional improvement rules	Thirty days before dismissal. Copy of charges must accompany notice	Before board. Teacher must request hearing in fifteen days	Law states board decision is final	
LOUISIANA	Statewide	All certificated employees in positions requiring certificates	Three years	Willful neglect of duty, incompetency, dishonesty	Fifteen days before hearing. Written charges must accompany notice	Before board. Public or private, option with teacher. Witnesses and counsel before school board	Appeal to courts	

	in positions requiring certificates	Two years	competency, dishonesty	hearing. Written charges must accompany notice	Public or private at option of board. Counsel and witnesses admitted. Superintendent must give recommendation	state superintendent if board decision is not unanimous	No salary of teacher may be reduced except by general salary revision
MASSACHUSETTS	Teachers, principals, assistant principals, professional assistants of county superintendents, employees of retirement system	Three years. School districts may place teachers under tenure after at least one year	Inefficiency, incapacity, unbecoming conduct, insubordination, other good cause, decrease in number of pupils	Thirty days prior to meeting. Copy of charge upon request	Before board. Teacher must request hearing. Testimony recorded by disinterested stenographer. Copies to board and teacher within ten days	To Michigan Tenure Commission	After notice and hearing. Same procedure as for dismissal
MICHIGAN	All certificated employees	Two years	Reasonable and just causes	Thirty to forty-five days before filing charges. Charges must accompany notice	Before board. Counsel, testimony and witnesses admitted. Public or private at option of teacher		Board must have teacher's consent or hold hearing
MINNESOTA	Teachers, principals, assistant principals, placement and visiting teachers	Three years and re-employment for fourth year	Immorality, insubordination, inefficiency, unbecoming conduct, physical unfitness, failure to obtain release from former contract, discontinuance of positions or lack of pupils	Ten days before hearing	Before board. Witnesses and counsel admitted	To state commission of education, to state board of education, to courts	Reductions in salaries may be made for same causes as for dismissal
NEW JERSEY	Teachers, supervising principals, principals (except those that are not holders of teachers' certificates)	Three years and re-employment for fourth year. Shorter period may be fixed by employing board	Inefficiency, unbecoming conduct, decrease in number of positions (seniority prevails), incapacity, other just cause	Reasonable notice	Before board. Witnesses and counsel admitted	In cities; to state commissioner or courts. De novo. In union-free districts; to tenure commission	No teacher to be placed in lower classification without his consent or a hearing (after two years' service)
NEW YORK	Teachers, principals, supervisors and all other members of the teaching and supervisory staff (except associate superintendents and examiners in cities), all administrative employees	One to three years at discretion of board	For cause, immorality, insubordination, incompetency, neglect, inefficiency, unbecoming conduct, physical or mental disability	No provision for cities. Twenty to thirty days in union-free districts. Copy of charges must accompany notice	Public or private at option of teacher. Competent stenographer. Witnesses subpoenaed	To tenure commission or courts at option of teacher (De novo appeals at option of teacher)	In rank and salary only after hearing and notice. Same procedure as for dismissal
OREGON	All employees of district—supervisors, principals, teachers, vice-principals, instructors and department heads	At least three years. Placed upon permanent list after board is satisfied as to qualifications and passes resolution thereon	Inefficiency, insubordination, unbecoming conduct, neglect, failure to comply with reasonable requirements for professional improvement	Superintendent must send teacher copy of charges within five days after making them. Board must give ten days notice of time and place of hearing	Public or private at option of teacher. Counsel and witnesses admitted. Records kept and available to teacher	To state superintendent of public instruction, to courts (De novo appeals at option of teacher)	
PENNSYLVANIA	Teachers, supervising principals, principals, assistant principals, visiting teachers, directors of vocational education, dental hygienists, school secretaries appointed from eligibility lists, nurses certified as teachers, all full time employees certified as teachers	Two years	Immorality, incompetency, neglect, failure to obey state school laws, decrease in number of positions, mental derangement, intemperance, cruelty	Copy of charges and copy of law to accompany notice of time and place ten to fifteen days before hearing	Before board. Public or private at teacher's option. Stenographic notes taken. Witnesses subpoenaed and counsel admitted	Decision of board is final	
WISCONSIN	All certificated employees whose employment requires such a certificate	Five years. Two years for permanent teacher in new position	For cause	Ten days notice of charges	Teacher must request hearing and is set by board within thirty days. Public or private at teacher's option		

Building Schools and Children

James M. Ross

"If the needy children of the Southern mountains can be cared for so that they can attend school, the perplexing problem of that wide area is no longer hopeless. Last year, the Federation through distribution of clothing kept 20,000 of these children in their small neighborhood public schools. This year it aims to double that number, reaching fifty-seven of the two hundred mountain counties. In three years, the organization should be able to grapple with the entire situation and have every child in the mountains in school."

This statement briefly sets forth a major objective of the Save the Children Federation, formed ten years ago to help meet the urgent needs of "forgotten boys and girls" in the highlands of the Southern states. Education is really the great need of the mountains.

Through widespread and practical co-operation with public schools in isolated and impoverished areas of the southern Appalachians, the agency is giving thousands of children a chance for an education. It receives help from many leading educators over the country, as well as the co-operation of more than 500 county school superintendents, supervisors, teachers, boards of education and other outstanding forces in more than 100 counties in which it is active. The Federation now operates in West Virginia, Virginia, Tennessee, Kentucky and North Carolina and has given some school help in Georgia. The work reaches about half the rural counties in the five first-named states and in some way benefits approximately 50,000 young people.

Public schools are already open in the Southern mountains. They must begin sessions early in the autumn to save the fuel essential for the cold weather which militates against long terms. Money is too scarce in those regions for a penny to be wasted or spent unnecessarily.

To the Federation headquarters in the Metropolitan Tower, 1 Madison avenue, New York, daily come appeals from school officials, teachers and patrons declaring that unless shoes, clothing, books, desks and other supplies are furnished at once the children will suffer mentally and physically, large numbers will be unable to attend school, and the cause of education will receive a serious setback.

This telegram which was recently received by the Federation from R. C. Neneau, superintendent of Clinton County, Kentucky, schools, reveals a situation which is typical in many sections:

Have visited our fifty schools. Many children out for lack of clothing and supplies. Many pupils hungry and undernourished. Need daily lunch. We need outside help. Local agencies unable to meet needs. We are deeply grateful for



Photograph by Lee

Courtesy of Farm Security Administration

past help of your Federation to our poor mountain children.

During 1939 the Federation supplied approximately 100,000 pounds of usable clothing and several thousand pairs of shoes, enabling more than 25,000 pupils to continue in school. More than 15,000 desks were given to schools, making a total of over 25,000 distributed in the highlands by the agency. About 87,000 school text and library books were provided in 1939, bringing the total to well over 500,000 shipped to the mountains in the nine years of the Federation's work. These results were made possible through contributions by the public, boards of education, publishers, schools, church groups, women's societies and other interested organizations.

The organization has made it possible for numerous one- and two-room rural schools to remain open by furnishing food, clothing, shoes, books and school equipment and has enabled a number of schools to reopen after suspension when enrollment dropped to almost nothing because pupils were inadequately clad and shod.

The Federation's field worker in Knox county, Kentucky, writes: "We visited Bull Creek school, one of the most isolated in the country. We drove ten miles over a rough gravel road, a mile over a country road full of rocks and ruts, and finally parked the car to walk the remaining distance of one and a quarter miles—it seemed like three—over a dusty road, the temperature ninety in the shade. We felt repaid for our hard trip, for the teachers appreciated our coming and the children were responsive."

Pupils frequently walk as much as five or more miles to school in the morning, after doing home chores, then trudge back in the afternoon—all to "get an education," which is the goal of most of them. Some have struggled barefoot to school through snow, ice and frozen mud. Many have only a bit of bread and milk, sometimes a potato, now and then a slice of meat, an apple, maybe, for breakfast. They have no lunch unless their school is one where the Federation is enabled, with community

help, to serve a hot lunch. This is being done in numerous small schools. It is estimated that at least 3,000,000 of these meals are necessary to meet the school-term requirements of the needy pupils in the Federation's territory. Their supper at home is equally as sparse and unappetizing as the breakfast.

Notwithstanding the hardships they are compelled to endure, the Southern mountain children are bright as the average, learn quickly, reap adequate value from their lessons. In the schools where hot lunch is provided, pupils have benefited immediately. Their weight increases, their health improves, they are more eager for study, their disposition and deportment are promptly bettered. Advances in weight have been as much as eight pounds in a month or two in certain instances.

Numerous school buildings are in such dilapidated condition that they seem almost ready to fall in. In many localities parents give of their time and labor to improve these structures. Pupils work, too, in beautifying the grounds. The following letter is from a Tennessee mountain county superintendent:

We have a little school with about twenty-four enrolled. It is a small community and the parents are afraid their school will not be approved. (Approval is based generally by state educational authorities on a certain number of pupils enrolled and attending.) So these parents have decided to help themselves, but with some help from the Save the Children Federation they will have a fine school. Here is what the parents propose to do to get the school approved: build safe concrete steps, underpin the floor, make cloakroom shelves for hot lunches (the Federation with community aid provides material for one hot meal daily), coats and hats, make a mud scraper and mat, buy shades for windows, get a first-aid kit, serve hot lunches, furnish toilet paper, paint the toilets, clean the school grounds, make all-weather walks, lunch storage place, supply window boards.

I beg you to help us all you can in this county in the way of food, clothing and toys. I am going to organize workers in the schools in each community.

It is not lack of will or industry that brings about the distressing conditions—it is that the people are deprived by economic stress of having money and means to accomplish much in the way of progress.

The Federation field worker in a tier of Virginia mountain counties reports:

One boy who lives with his grandfather was made ashamed because other children laughed at his ragged clothing and refused to come back to school. When I made a home visit he ran into the woods and I had a hard time to catch up in chasing him. When I made him understand that I had come to bring him clothing I have never seen a child so pleased. He put on the coat and shoes and tried his best to see how well he looked, but there was no mirror, so all he could do was to believe what I told him. He went back with me to the school as happy as could be. The parents are dead and the grandfather is so old he cannot work. All they have is \$9.00 a month.

In one schoolroom I found three children so dirty I could hardly tell if they were white or black. I made a visit and found that the family of seven lives in two filthy rooms, with only a cot and a bed. The father had tuberculosis and was lying on the bed without sheets or pillow cases. A baby

fifteen months old was in the same bed with a bit of bread in its hand. There were three more small children there, and although it was very cold the flies were on everything. The only food they had was beans. The mother works at sewing some distance away and must leave home before daybreak and cannot return until after dark. Therefore there is no one to look after the family except this sick man who cannot get out of bed. The children's clothing was so dirty it was stiff and was all they had.

Mr. and Mrs. Lee, teachers at Parker's Lake school, in southeastern Kentucky, make this report on their institution, which is one of the best in the entire area:

The building is made of native sandstone and is very beautiful. It is located in a grove of native trees and has a large playground in the rear. The building consists of two rooms and two small cloakrooms.

We started our soup making project in October and it continued until school was out the last of March. Some of the children were able to bring foods from home to put into the soup. Some foods brought were beans, potatoes, rice, onions and oatmeal. The children usually brought a part of their lunch from home. They brought crackers or bread and their spoons and bowl since we had no means of washing or storing at school. We made our soup in a large canner on an old-fashioned coal stove that was used to heat the room. The soup was put on at morning recess and was cooked by noon. One of our patrons lived close by and she washed our canner and ladle each day.

The children have gained in weight considerably. At best a cold lunch is not very appetizing or nourishing and lots of the boys and girls do not have sufficient to satisfy their appetites. The gains in weight have been from two to twelve pounds, the greater gains being made by the pupils who ate soup daily.

Through the efforts of Miss Hurlbut (Federation worker) we were able to get some clothes for the most needy cases. It meant the difference between coming to school and staying at home for some of the pupils. Some large fifteen-year-old girls that were in the second grade have come every day due largely to the fact that they got the clothing and had soup at school. A few days that I could not make soup I have seen pupils eat dry bread for their lunch. Our school had a vegetable garden near the school and we raised vegetables that were used in our soup. The 4-H Club boys helped with the work and the NYA and WPA women did the canning.

For recreation the larger pupils play ball at recess on fair days. Each Friday afternoon we have a ball game with the neighboring schools. Patrons attended as there are very few forms of amusement in this rural district. During the winter we enjoy Chinese checkers, bingo, bob jacks, puzzles and marbles on the inside.

Our pupils are interested in their work and their school. They have the ability if they had the chance to develop their minds. Their contacts with the outside are meager. Some of the children have never seen a show or ridden on a train or bus. Few of them have seen electric lights and only one family in this community has them.

We hope to have a hot lunch project next year for we feel it is worth the time spent on it.

Although the states provide schoolhouses and teachers, it is difficult for thousands of poor children to attend school. Poverty denies them the barest necessities of life. The school superintendents of fifty-seven mountain counties reported last winter that 37,859 children need shoes and clothing in order to go to school, indicating at least

130,000 in two hundred counties.

The Federation has inaugurated a plan of "sponsored schools." These are one- and two-room rural public schools. The purpose is to give essential aid to the very needy children, enabling them to have an education and also to interest teachers in home visitation, kindling a greater consciousness of child need and training them in the principles of social service. Last but not least, these schools are intended to demonstrate in their neighborhoods and the surrounding country what can and should be done for underprivileged children.

The cost of sponsoring a mountain school of from fifteen to twenty-five pupils is \$60 a year or \$5.00 a month. This amount enables the Federation to secure for the needy children in the school necessary shoes and clothing (used and new), to help provide a daily lunch and to furnish a general welfare service. The actual value is considerably more than \$60. Donors are given the name, a picture and a description of "their" school and receive periodic reports of progress.

Whole communities have become interested in the sponsored schools. Fathers and older brothers have helped to make necessary repairs upon the school buildings. Where WPA housekeeper help could not be secured, the older girls in the locality have helped. Transformations have taken place not only in the children but in the whole school situation. Ugly, drab, uninviting buildings have taken on a new appearance. They were painted both inside and out. Curtains hang at the windows. Pictures are on walls. Desks, contributed by schools in the North, have taken the places of worn out, knife-scarred, uncomfortable desks at which the children have tried to study. Supplementary books have been given and put to use

and school libraries established.

Vacation schools are conducted for a few weeks each summer under auspices of the Federation in numerous communities. Agency workers, public-school officials and teachers give of their time establishing and operating the classes. A number of teachers forego a part of their own vacation to instruct the children, who in some instances must be taught how to play and sing, so narrowly confined by circumstances are their lives. All the pupils are trained in useful crafts as well as games and other pastimes. In some neighborhoods parents attend the vacation schools with their children.

As described heretofore, the Federation was able to raise 100,000 pounds of clothing, sufficient to keep 20,000 children in school last year. This was done through "bundle days" in public schools throughout the North. Some of the best results were obtained in relatively small communities. The "bundle days" method is simple, practical and imposes no undue labor on the principal and teachers. The steps are: (1) the Federation furnishes a circular for each pupil to take home and for distribution by teachers a few days in advance; (2) the Federation supplies burlap bags for each school; the packages brought to school on "bundle day" are placed immediately in bags so that no sorting or handling of clothing is necessary; (3) bags are taken to the nearest freight station and shipped to a depot in the Southern mountains for which shipping tags are supplied.

The clothing so contributed is mended and reconditioned by PTA, NYA and Mothers' Club groups in the mountains during the summer and is ready for the reopening of the next term of school, when it is the direct means of enabling children, who could not do so, to start school.

A Report on International Relations*

Selma Borchardt

"WE BELIEVE in democracy and in the school as the chief agency of democracy." This is our creed, and today our loyalty to the *substance* of democracy rather than to the word is being tested and tried in our attitude to the world's problems and the relation of those problems to education.

Tragic it is that there is no true education in most of the world today. Communist-Nazi dictatorship has destroyed it and threatened to destroy everything we hold dear. The ruthless destruction of the beautiful Italian creative spirit, by cruel and mechanized Fascisti, the sadism practiced at home and the political rape practiced

abroad by a spiritually devastated Nazi Germany, the ruthless butchery of men and the complete obliteration of all decent ideas by a tragically degraded Communist Russia have shocked us for many years. Nation after nation destroyed; people enslaved, some by one of these dictators, some by another.

We are grieved as we see democracy itself and all which is an integral part of the democratic process being ravaged. We feel deeply with those who suffer acutely today. We wish we could clasp the hand of our friends in Austria, Czechoslovakia, Poland, Spain, Norway, Holland, Belgium, Finland, Denmark, and say "We share your grief. We know that the joined forces of Communism and Naziism have temporarily destroyed your identity, but we know that these forces cannot destroy your spirit, and

*This report was condensed by a member of the editorial board of the *AMERICAN TEACHER* from the full report which was prepared by Selma Borchardt for the recent AFT National Convention. Copies of the complete report may be had by writing to the national office, 506 S. Wabash Ave., Chicago, Ill.

with you we know that this enslavement is but temporary. Our faith in democracy and in you lives stronger than ever today."

To our French confreres who suffer most acutely today, we wish we could say, "Your faith and high ideals have inspired us in the past and will, again, in the future. We know that the true spirit of France still lives."

To our British colleagues to whom we can still send a message, I urge that we immediately, from this convention, send a message of sympathy and of admiration for the magnificent way in which they have defended and are defending those ideals of democratic life which we hold so dear.

A brief survey of reports on what has happened and is happening in a number of countries gives us a single picture—of conflict.

ARGENTINE. There has been an increase in the national school budget with special attention being given to increase and improvement in school buildings and equipment, in school medical services and in provision for experimental education. A small fund for holiday camps is also provided.

The National Education Council is preparing and publishing an *Anthology of Argentine Folklore*, which would develop a national pride. (It is reported that the Nazi centers do not like this.) Confederacion de Maestros is seeking a basic school law which would recognize: (1) a statutory automatic progressive salary schedule; (2) a just pension and retirement system; (3) a truly professional plan of teacher selection for service and promotion in service; and (4) research and planning in educational administration.

Their efforts last year to obtain a basic national education act were not successful. The bill which the Teachers Federation supported was a progressive, fine piece of legislation taking cognizance of the social and economic problems of schooling in its broadest sense.

AUSTRALIA. The several provinces continue to urge federal aid for education.

The Teachers Association during 1939 sought to arouse the public through meetings, posters, forums, etc., to consider critically: "Does our present system of education meet the demands of a changing world?"

The threat of invasion has changed all. Australia Teachers Association, once the source of the bitterest opposition to military conscription, now favors "all means to keep invaders from our shores."

The January issue of one of their educational journals commented sorrowfully: "Once we should have welcomed news of a union of Japan and Russia. Today we know they unite for one reason only: to destroy us and all we live for."

AUSTRIA. While Hitler announces to the world that Austria is intensely Nazi, his representative in Vienna, Herr Bürckel, establishes "political shock troops" in all works employing more than a hundred workers to supplement the Gestapo agents! But even these precautions

seem not to be enough, and workers are continuously being shifted from place to place to prevent the development of any cohesion in the various groups and so delay the day when this discontent will become articulate. All reports show that the economic situation is growing worse among the workers, the number of industrial accidents increasing rapidly, as is the civilian death rate.

BELGIUM. The three large Belgian teacher organizations are not permitted to exist. Belgian teachers must *prove* their loyalty to the invaders before they will be permitted to teach. Temporarily all schools are closed and all meetings are prohibited.

BRAZIL. Brazil, a land of breath-taking beauty, is a nation of contrasts. An old feudal, Portuguese civilization with only a limited classical education for a limited few is coupled with a teeming, modern, industrial community with modern "progressive" public schools; a rigid dictatorship which uses the buildings of its former House of Parliament as a museum of national history is yet a dictatorship which offers the first effort at strict, socialized control ever extended over the once all-powerful coffee industry; a government which outlawed free trade unions, yet gave the workers, by government decree, the first social legislation they have ever had—wages and hours provisions, maternity and health benefits, workmen's compensation, etc.

There are province-wide teacher organizations (unions they call them) which function under official direction. A new nation-wide, truly professional organization is in the making, an organization worthy of the very large number of unusually fine teachers to be found at all levels of education here.

CHILE. Chilean Teachers Union is a functional body *in fact*. It had much to do with the planning of the Chilean Six-Year Plan, a program through which, if and when it is adopted, popular education would actually be widely established in Chile. Two concepts of education still prevail; one is the traditional classical one, the other the "progressive school" with a *practical* vocational program. More and more there is a belief that there is room for both.

Educational research is receiving governmental recognition and support. An interesting paper on this subject was submitted by Dr. Sallas at the Inter-American Conference on Intellectual Cooperation in Washington last May.

CUBA. The traditional schooling of Cuba, limited largely to the cities, is of a high grade, though badly in need of funds—funds for salaries, buildings, equipment, etc. In addition there has been developed a system of rural, military, resident school centers serving the community and emphasizing vocational training. These centers are doing splendid work in Cuba in helping eradicate illiteracy and in promoting health among rural children. These institutions were founded by Batista, first of all as a form of workmen's compensation; they were first

government boarding schools for the children of those workers who had been injured or killed on the job, and whose children thereby became "government wards."

The social program of these centers is excellent; their potential danger lies in their present emphasis upon the military.

Perhaps the present military school will develop into a means of creating a sense of disciplined appreciation of a nation thereby helping develop a true democracy; perhaps they will be the center through which there will be developed the worst type of military dictatorship. Today they have *great possibilities*; their future and their future use for the real good of people is a matter which can be answered only by Batista and the future.

CZECHOSLOVAKIA. Since Hitler took over this country the plight of the teacher has been particularly hard. Thousands of teachers were immediately dismissed for "disloyalty to the German Reich," a charge they courageously admitted.

Children in many schools were compelled to take a foreign language, German, and were denied the right to use their mother tongue. All old textbooks were destroyed; even science and mathematics books had to be Germanized before they could be used. Czech mayors in Bohemia have been purged for refusal, among other things, to Nazify the schools.

Most terrible of all is the cruelty of the Nazis to the Czech children. They have been given live tuberculin serum under the guise of anti-typhoid serum, the teacher "underground" reported.

Sixty-seven Prague high-school students on a school excursion to Zlin, Czechoslovakia, whistled in the local movie when Hitler's picture appeared. The Gestapo arrested them with force and brutality. One child was shot through the lungs. At Treboico, a child on an excursion train was reported to have thumbed his nose at a German soldier. All the children on the train were then imprisoned in Sumperk, Moravia, for a week under terrifying conditions.

DENMARK. The Danish Volk school was closed by the invaders as one of their first acts.

ENGLAND—National Union of Teachers. Report of The Training of Teachers and Grants to Intending Teachers (submitted in March, 1939) is of particular interest to those concerned with the field of teacher training. Significant are the "Village Education Centers" (higher primary schools) in comparison with the function of our consolidated schools. A brief account follows:

Village Education Centers. Many countries attach great importance nowadays to rural education.

In England, the Hadow report in 1936 recommended that older pupils should be grouped together in large centers rather than in small village schools whose educational resources are necessarily very restricted. These recommendations resulted in the setting up of higher primary schools in the villages, equipped with workshops and appliances for giving training in domestic science,

woodcraft, manual labor and applied art, as well as rural science. In the county of Cambridge plans have been worked out for setting up educational centers which would have a twofold task: that of a community center used during the day for higher primary education and becoming in the evenings a center for the cultural, social and recreative life of the adult population in the neighborhood. Nowadays the organization of adult recreation is considered to be an essential function of the community center. The social hall, library and workshops are proportioned and furnished suitably for adults, while the meeting hall and lecture hall are reserved for their exclusive use.

The rural higher primary school has naturally an agricultural bias, and the school garden plays an important role. It is there that vegetables are grown for the school canteen. The pleasure garden, provided with a hothouse for seedlings, enables practical horticultural work to be carried on. Thanks to the close correlation between the work carried on by the boys in the scientific laboratories and in the open air, a living link is established between the practical and theoretical aspects of agricultural and horticultural activity. The arts and trades taught are wide in scope: bookbinding, weaving, linocuts, elementary industrial drawing, etc. In addition the boys do carpentry work while the girls learn dressmaking, cooking, laundrywork and all kinds of domestic work. The scientific training they receive is directly connected with practical housekeeping. The classes in music and dramatic art are very well attended. Both boys and girls have physical training every day.

For the adult population there is a musical society, a dramatic society, a housewife's club, popular dance evenings, courses in physical culture, in cutting-out and dressmaking, in carpentry, university extension lectures, etc. A local employment agency for the pupils functions at the college.¹

FINLAND. The moment Communist Russia invaded Finland, teacher organizations of every country in Europe came to the aid of this magnificently courageous little nation. Particularly did the Swedish Teachers Union render aid of every kind. Evacuated children were taken into Sweden, ambulances and medical aid sent to Finland, funds were raised for the temporary support of Finnish teachers. The IFTA reported in April, "Today the number of Swedish Teachers who have offered to take in Finnish children or Finnish mothers with their children is far greater than the number of refugees who have actually arrived in Sweden." Every Swedish teacher donated at least one day's wages to help the Finnish victims of Communist outrages.

The following is an appeal from the Finnish Teachers' Association at Helsinki on January 3, 1940:

To our Sister Associations: Through no fault of our own, the people of Finland are passing through a time of terrible trial.

¹Reported by the International Education Office.

Yet we have faith in the strength of our national character and in our work as teachers and believe that this will prove so firm a support to our resolute determination to defend our country that we *shall* succeed in maintaining our independence and repulsing the danger which now threatens Western civilization.

In our desperate struggle we count on your sympathy to bring us strength and courage. We hope too that more practical expressions of this sympathy will be forthcoming to help us in the fight and to bring comfort to the stricken families of those of our comrades who have laid down their lives for their country.

To you all we send our best wishes for this New Year just begun.

FRANCE. As soon as the war was declared 35,000 members of the French Teachers Union (The Syndicate) answered the call to the colors. Yet the organization continued to make its characteristic, heroic contribution for the well-being of French children and the promotion of French education. In fact, their efforts were increased and intensified. They co-operated closely with the French Ministry of Education.

It is to be noted that the French Teachers Union which in May, 1935, inspired by ideals of the highest sort and believing that it would be practically possible for free trade unions to work with the representatives of groups of all types, helped in the formation of the French Popular Front. But the leaders of the French Syndicate, being themselves intellectually honest and fundamentally decent, courageous men and women, were frank to admit their error in having accepted collaboration with the Communists. They found, sadly enough, that the Hitler-Stalin pact for the destruction of democracy and all that is decent had *actually* been functioning in their country (as it has everywhere) for a number of years. And so the leaders of the great liberal French Syndicate—in order to preserve their great liberal tradition—voted on September 19, 1939, to expel all Communists and that “all Communists who have been elected to office should be mercilessly deprived of such functions.”

On May 29th the representatives of *all* the organizations of manual and non-manual workers held a meeting in the French Ministry of Labor and issued a joint statement.

The free trade unions, the employers' organizations, technicians, professional groups, non-manual workers—all the productive forces of France, expressed their “unshakeable determination to do everything to bring about a complete, effective and permanent victory, out of which a new world of justice should rise.” This meeting, representing all groups, agreed to “unite all their forces in order to increase production to the maximum to avoid the waste and overlapping which would be crimes against our nation.” This joint group then set up machinery for co-operation nationally and locally in all regions for production. The statement closed with “Today there is only one employer—France. And all French people are her employees.”

On May 30th, following this meeting, the Confederation

Generale de Travail issued its own statement, thanking the French workers and stating that their “thoughts are with the soldiers who are fighting and the workers in the great industrial districts of the North, who are carrying on their work in spite of the imminent danger The workers have given an admirable example of sangfroid and will maintain this attitude. The enemy had hoped that this furious attack and other barbarous action would sow panic behind the lines, but this was not the case and will not be the case!”

(Note the late date at which this was issued.)

HOLLAND. The “Bund,” on January 26th, in Utrecht, condemned “Russia’s cowardly attack on Finland which proves that there is not the slightest difference between National Socialism and Communism. It confirmed its decision of 1933 that “membership in a free trade union is not compatible with membership of a Fascist organization, of the Communist party or of *sympathizing organizations.*”

“Persons whose attitude leads it to be believed that they feel themselves morally bound to any Fascist or Communist organization,” can also not belong to an organization affiliated with the Dutch National Trade Union Center.

The Holland teacher organizations have now in effect been disbanded.

IRELAND. Leave and pension provision still occupy these teachers. The efforts being made to try to force the learning of Erse seems to some Irish teacher groups as somewhat artificial. They feel it is an interesting classical study, but not an immediate social issue.

ITALY. The “reforms” now in progress aim at a training on “a deeper and more permanent basis,” says an official communique. German “teachers” have been imported into Italy to help plan this “reform.”

Primary education will now include two years’ infant school, three years’ elementary school and two years’ “labour” school. Children go to the infant school as soon as they are four years old. At the age of eleven when they finish their primary education, a child can pass into a trade school (for three years) or a technical school (for two years) if “he does not wish” to go on with studies of this kind. Otherwise he passes to a “middle” school (for three years) where the curriculum is unified on a basis of Latin as a “foundation for moral and intellectual development.”

When he leaves middle school at fourteen, a boy has the choice of classics (reserved for the more gifted pupils), scientific studies, training college or technical and commercial institutions. Here he stays for five years, which is reduced to four years in institutes for specialists in agriculture and commerce.

The special feature in this scheme seems to be the introduction throughout of manual labour from the age of eight upwards, with a view to developing “social and production consciousness.”

LATVIA. These people tragically believed that Hitler

opposed Russia, and in the school year, 1938-39, started Hitlerizing their schools.

In the first half of the school year, 1938-39, were held the regional Teachers' Congresses. These congresses did not include discussions. The inspectors of education addressed them only on the problems enumerated in the official organ of the Ministry: (1) introduction into the schools of satchels for the pupils in place of portfolios at present used; (2) institution of a uniform for primary-school pupils; (3) discouragement of the habit among pupils of wearing the hair too long; (4) homage to the Liberty Memorial and commemoration of the combatants for freedom; showing the contribution Germany had made toward this; (5) propagation of agriculture; (6) use of the sayings of the "Führer" of the Letts as mottoes for school exercises; comparison of his sayings with those of "The Great Führer"; (7) maintenance of cleanliness in the schools during the holidays; (8) declaration of Aryanism; (9) study of Nordic culture.

Teachers were forbidden to belong to Masonic or Catholic educational groups.

Since the Latvians have been "liberated" by Communist Russia all of these regulations have, according to a wire just received, been intensified.

MEXICO. There is no question as to the "drive" of the teachers' organization of Mexico. It has often enunciated a fine program of social reconstruction. The big question today is: Will the combined forces of the Communists and their Nazi confreres in Mexico destroy all the great good that has been gained through the Mexican Revolution and also all good that existed before the revolution?

NORWAY. The "freed" Norway has been forced to abolish its fine teacher organization in the form it had once existed and had rendered great service.

Norway had just begun the development of a productive, significant program of vocational training, which it was planned to have made *not an addition to but an integral part* of the educational and social life of the community.

Incidentally, a laconic statement just received sets forth that "The teachers' conference for the Nordic states (Denmark, Finland, Iceland, Norway and Sweden) which was to have been held in Oslo on August 7 to 9, 1940, will not be held." The agenda of the conference included "Liberty and Authority in Education," "Study of the Child's Character from the Educational Point of View," and "The School and the State."

The workers' college, Sormarka, at Syverud (near Oslo) is closed, states a recent announcement! Even the school gardening program must be abandoned in the face of Nazi enlightenment for "in gardening, supervision is required to prevent improper conversations."

POLAND. In the fall of 1939 a plan was to have been put into effect for extending medical aid in prenatal and infant care into the rural areas.

Teachers in Poland were very badly paid, badly housed

and had a heavy pupil load (75 per teacher in some areas). There was actually not enough space in schools for all children. Yet, they fought and died to prevent the introduction of Nazi "improvement."

The official appeal from the Polish government issued in the early stages of the war tells its own story:²

"To you who represent hundreds of thousands of teachers in allied and neutral countries, I send this appeal on behalf of the people of Poland, who need your help.

"I ask you to take an interest in the fate of the Polish culture, in the masters who, in Polish schools, taught the youth of the nation.

"The occupiers of our country have burnt a great part of our museum collections, our art galleries and libraries. They are carrying off all that has escaped the flames. They are pillaging works of art from churches and treasures. They have closed or disbanded the Universities. All the professors of Cracow University are shut up in a concentration camp. Some famous professors have been shot, amongst them M. Bialebrzesky, Professor of Physics, Warsaw School of Engineering. Professor Estreicher, of Cracow University, who refused the German offer to be "Protector" of a vassal Polish state, died in a concentration camp at Buchenwald.

"Collections and instruments of Universities and scientific laboratories have all been seized.

"The majority of the elementary and secondary schools in Poland have been closed; teachers and professors have been driven away from their posts.

"They have, in many instances, deported boys and girls of over fourteen into labour camps in Germany. At Bydgoszcz (Bromberg) they shot Barciszewski, the teacher and mayor of the town; they shot 130 school boys who refused to sing the Hitler anthem.

"The Russians have interned hundreds of Polish teachers.

"Hundreds of teachers and thousands of children, driven in flight from their country, have no homes and no resources. Children who have lost their parents, killed by bombs or machine guns, are in a state of bodily wretchedness and nervous depression.

"Such teachers as succeeded in crossing the frontier, who have previously taken part in anti-Hitler or anti-bolshevist activities, are in the same state of destitution.

"Above the Polish people, above workman and peasant, above teachers and pupil, there hangs the danger of death. That is why in trying to do something for them, I make appeal to the IFTA. We are not asking for charity, what we need is your help as brothers.

"Help the teachers and the children of Poland. Take orphan Polish children into your homes. Show them how warmhearted you are, how ready to mitigate the suffering of these children born under the shadow of misfortune.

"Collect medicines and clothes for the children, clothes

²Appeal to the IFTA from Mr. Stanczyk, Minister of Public Assistance to the Polish Government.

and linen for the teachers."

RUMANIA. A short time before Rumania was "liberated" by the joint effort of the Nazis and the Communists, it had planned to establish a Confederation of Intellectual Workers of Rumania.

The preliminary plan as outlined by the ILO was interesting and gave promise of developing into a unique, constructive project.

It was planned that these intellectual workers were to be grouped in "colleges" through which they would study all aspects of national professional problems, moral, economic, social, aesthetic.

The proper governmental authorities were to co-operate in every way in this project.

SCOTLAND. "War Service and Superannuation. Where service pay (including allowance) is less than the salary a teacher would receive in ordinary circumstances and there is no salary supplement paid from the teaching post, the teacher then pays no contribution into the pension fund. But where service pay is greater and is supplemented by teaching salary in whole or in part, then the teacher and the employer each continues to contribute 5 per cent of the salary as usual to the pension fund." (Summarized from the Journal of the Educational Institute of Scotland.)

The Scots are alarmed over the effect the war up to April had on school enrollment.

In April the total percentage of children receiving full time education was 60.39 per cent. The total of children receiving part time (less than one-half time) education was 35.6 per cent, and those receiving no education was 4.1 per cent.

The spirit of the Scotch teacher is tersely expressed by the president of the EIS who said, "But in these dark days the shape of the future cannot be seen. Only our immediate duty is clear; in the faithful performance of it, let us spend ourselves utterly." A desperate effort was made all year to maintain schools and schooling.

The sample broadcasts published in the EIS Journal show a remarkable desire to try to keep the schools from being centers of hate.

SPAIN. Schools and universities are reopened in Spain, but schooling has not returned to normal. In the first place the actual number of school buildings is nowhere nearly adequate to meet the needs. In the second place there are not enough teachers to carry on in even the small number of schools that are left. Thousands of teachers died in battle; thousands more under bombardment. The living are divided among the exiled, the "professionally excluded," the sick, the aged, and the few still able in all ways to teach. Less than 20 per cent returned to their jobs.

All free teacher and student organizations have been abolished. Learning, learner, and the learned are regimented. Membership in the state so-called educational organization is required of teacher and pupil.

It can only be hoped that the spirit of the free republic,

the spirit which was betrayed by Fascist and Communist alike will rise again, and in its rebirth, recreate the moral, spiritual and intellectual life of the people.

SWEDEN. With characteristic courage and vision these people have continued to maintain their free education at a high level. They have done more; they have helped the victims around them with bounty and kindness.

A terse official statement shows a remarkable calmness: (1) heads of schools shall provide, if need be, for the provision of substitutes for those who are called to the colours; (2) should the number of classes have to be cut down on account of war, risk of war or evacuation, or should the syllabus or the number of school-hours have to be curtailed, school authorities will make the necessary arrangements to meet the case; (3) should it become necessary for any of the above mentioned reasons to suspend teaching for a time, every effort shall be made in due course to make up for time lost; (4) in case of evacuation, boys may be allowed to attend girls' schools with the permission of the school authorities, and vice-versa; and (5) heads of schools shall take all necessary steps to be ready for evacuation, and their staffs must be prepared to help them in every way in this matter.

Yet even in these times Teachers Association calmly reports, "Carrel's book on The Njurunda Methods for sane, healthy living has given great impetus to a positive, vibrant, health program."

SWITZERLAND. In the face of the imminent threat of Nazi invasion these sturdy people have worked for democratic ideals in a democratic way. For example, the question of raising the school-leaving age was being considered as a social and as an economic problem. So they held a referendum. Ten per cent voted legal leaving age should be fourteen; 15 per cent voted a limit between fourteen and fifteen; 40 per cent voted fifteen. The result of the vote as well as the taking of it shows a fine social intelligence.

The teacher organizations here continue to be vigorous forces in the community's life—in and out of school.

Federal subsidy to the cantons has just been increased for compulsory training in "the practical domestic science."

TURKEY. Popular education continues to be extended in Turkey. Particular stress is laid on rural education for which now a five-year course is provided.

A shortage of trained teachers and of schools makes educational progress a little slower than is to be desired. Yet, the remarkable development of adult education here is most noteworthy.

VENEZUELA. The Convention in December, 1939, urged close co-operation between teachers and the community's social program, to make the school the center of community life "especially with the workers of the country who are to be better equipped to share the cultural life of the nation, and in fact to give it a rebirth."

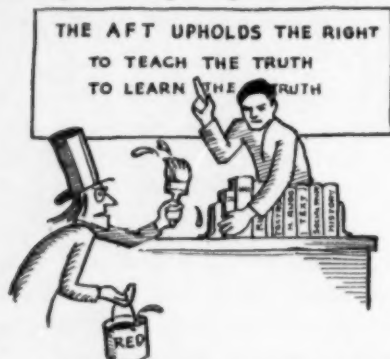
A fine study was presented of aiding in adjustment of the underprivileged child to the community. Especial attention was given to rural problems, and to Indians.

Teachers Union in Action

(Continued from Page 2)

600 DES MOINES, IOWA—A committee to protect democratic policies now followed in selecting textbooks for the Des Moines public schools is being formed by the Des Moines Teachers Union, according to President Nathan Weeks.

Organization of the committee began recently following charges that textbooks



by Dr. Harold Rugg now used in the local schools were "subversive." Headed by President Weeks, for 37 years a teacher in the local schools and from 1923 to 1935 Principal of the Lincoln high school, the committee will be drawn from leaders of civic and labor organizations. This committee will fight any movement to take away the rights of teachers to use textbooks of their own choosing. Weeks said that the Rugg textbooks have been in use in the Des Moines schools for more than fifteen years and that four of the Columbia University professor's books are currently in use.

On November 1 the *News Bulletin*, mimeographed publication of the Local, made its initial appearance. On the front page appears the following brief statement from A. A. Couch, president of the Iowa State Federation of Labor:

"Organized labor has always felt a particular interest in the problems of public schools. We are interested in anything that concerns the education of our children and in anything that promotes the welfare of those who teach our children. We believe that through co-operation of labor and teachers, we can help to promote the advancement of our educational system."

400 PITTSBURGH, PA.—The futility of attempting to solve teachers' problems without reference to larger social issues is forcefully illustrated by the effects on the Pittsburgh school system of the falling birth rate. This year there are 4,103 fewer children in the Pittsburgh schools than there were

last year. The result is 76 fewer teachers, four fewer supervisors, and one less principal than last year. In the ten years, 1930-1940, despite a total gain in population, there have been lost 400 teachers, 136 supervisors, and 112 principals.

Logically, one might expect the drop in child population to result in a better pupil-teacher ratio. However, Pittsburgh is compelled by the state school code to have an average daily attendance per teacher and supervisor of at least 32 students for lower grades and 25 for high schools in order to receive state aid. Actually the present teacher load is 36 per teacher in the grade schools and 31 in the high schools. Classroom conditions are far worse than they look on paper.

The possibility of even worse threats. Taxing powers are limited by the state legislature for the Pittsburgh and Philadelphia boards, and under pressure from real estate and business groups the Republican legislature has set the Pittsburgh tax rate at 11¼ mills, which is too low to meet the present budget.

So far no teachers have been fired or suspended because of the decreased enrollment. Death, retirement, leaves and resignations take care of some of the vanished positions. Also, formerly many substitutes were used, often on a more or less permanent basis. Now these "permanent substitutes" are being replaced by surplus teachers who would otherwise be fired.

The paradox of fewer children and larger classes has not gone unnoticed. Classes that have 40 to 50 very young children have caused some parents to complain. The \$50,000 Strayer Survey last spring sharply criticized the combination of large classes and the outmoded platoon system. It was pointed out that certain departments, notably art and health work, are suffering from this crowding. Earlier, the Pittsburgh AFT, Local 400, had published a survey which described the losses from lack of individualized instruction and inordinate attention to disciplinary problems arising under crowded conditions.

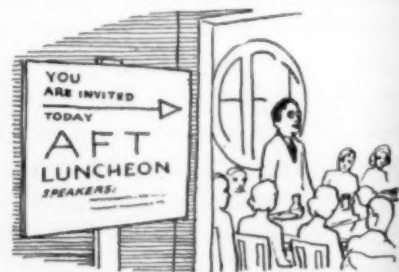
No piecemeal solution for these problems is possible. State law must be changed to encourage instead of to penalize small classes. Small classes will require more teachers; the added costs resulting from this will require local tax autonomy, greater state support of the schools, and a complete revamping of the state tax structure. None of these objectives can be gained except by the Pennsylvania Federation of Teachers,

working through labor's support. Even so, with the broadest community support, it will be necessary to replace the Republican administration with progressive forces more sympathetic to the needs of our youth. In short, the Pittsburgh Federation must work locally to arouse interest in the plight of the schools, but at the same time the fight can be won only on the broadest social front.

435 FLINT, MICH.—During the convention of Region II, Michigan Education Association, held in Flint on October 10 and 11, Local 435 entertained two of the convention speakers at a luncheon. Guest members, both of Northwestern University, were Howard A. Lane, associate professor of education, and Paul A. Witty, professor of education and director of the psycho-educational clinic.

Dr. Lane emphasized the need for co-operation between various groups in the community such as labor groups, PTA groups, and other civic organizations for the best interests of the child. Professor Witty deplored the trend toward increasing external discipline in our schools, pointing out that in a democracy self-discipline is to be desired. Guests from Saginaw and Bay City were present.

The Union in co-operation with the Flint Teachers Club and the Flint Classroom Teachers Association, is carrying on an active campaign to urge the adoption of the state tenure law in the Flint school district. The work of the campaign is being directed by a joint committee composed of the legislative committees of the three teachers' organizations. This is the only tenure campaign being carried on in Michigan at this time. Flint teachers realize the great influence its success will have on furthering the adoption of teachers tenure in



other school districts in the state, the Union reports. The joint legislative committee is also interviewing the political candidates for state offices concerning their educational policies.

89 ATLANTA, GA.—Atlanta Public School Teachers Association held its anniversary party on November 8 at the Atlanta Athletic Club. Planned by

the social committee, the affair was in charge of Miss Mary Favor of Highland School, social chairman.

Dr. Boyd Henry Bode, author and professor of education at Ohio State University, is to be invited to address members of the local at a special meeting in January, 1941, according to plans of the executive committee.

The October *Atlanta Teacher* includes a long tribute to Jerome Jones, outstanding Southern labor leader and editor of the *Journal of Labor* (Atlanta), who died recently. Upon a motion of Mary Barker, former national officer in the AFT, Local 89 decided to appoint a committee to investigate the possibility of setting up a professional project as a tribute to Jerome Jones.

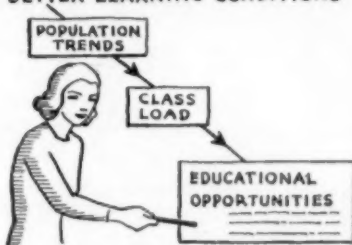
Allie Mann, former national AFT vice president and Secretary-Treasurer of the Georgia Federation of Labor, is writing a column of labor news for the *Journal of Labor*.

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1 CHICAGO, ILL.—The Chicago Teachers Union is carrying on one of the most extensive programs in its history, according to reports from its officers.

One of its principal campaigns has been directed at securing the amendment to the Social Security Bill which would protect the pension rights of teachers. In its weekly news bulletin for October 26, the local published the results of a survey of Illinois members

BETTER WORKING CONDITIONS
BETTER LEARNING CONDITIONS



of the House and Senate on their attitudes toward the bill together with statements of rival candidates for the offices. The Local also led the drive for the passage of a resolution by the Chicago Federation of Labor supporting the amendment.

In its campaign to protect the merit system in the Chicago schools, Local 1 reported distribution of thousands of copies of the legislative committee's report on a proposed board of examiners. The Local also took steps to draw up the recommendation into a bill to be introduced at the next session of the state legislature.

The local further reported completion of a survey of the schools to ascertain the number of temporaries and political substitutes serving in the schools at the present time.

As part of its activities for better working conditions, the union analyzed the effect of population trends on class loads, made plans for conducting a survey of class loads in Chicago, urged

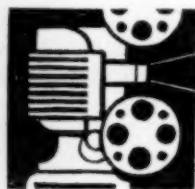
parent-teacher associations and the forty-eight constituents of the Citizens Schools Committee to campaign for the reduction in class loads.

To maintain adequate financial support for schools, the Local studied the effect of the defense program on school budgets, requested a study of the tax situation by the United States Office of Education, began a study of the trends in educational expenditures in the United States, and took steps toward the analysis and modification of the tax structure in Illinois.

In its program to foster professional growth, the Local's monthly magazine, the *Chicago Union Teacher*, devoted its November issue to "Character and Scholarship." Contributors included John M. Fewkes, president of the Local, Charlotte Russell, secretary of the Local, Edward E. Keener, principal of the Hay School, Beulah Berolzheimer, and Howard A. Lane of the School of Education, Northwestern University, member of Local 635, the North Shore College Teachers Union.

Further professional activity included: (1) bringing together teachers of English, commercial and social science subjects and others, to discuss the problems of their particular subject groups; (2) analyzing the Board of Education's ruling on master's degree for high-school teaching positions and publishing the Union's reaction thereto; (3) organizing an In-Service Training Committee

AFT Releases Federal Aid Film Strip



"FEDERAL AID TO THE STATES for Education" is the title of a strip film with accompanying recorded lecture to be released immediately by the American Federation of Teachers. The lecture, requiring about thirty minutes, is illustrated with 100 pictures and charts. The 35 mm film will be available in either single or double frame, and sound machines may be available to locals and to other organizations.

The illustrations contrast school buildings and equipment in poor and wealthy sections of the country, dramatize the handicaps to children where equipment is poor, and depict in the form of simple charts and drawings the economic causes for educational inequities.

The accompanying lecture, recorded on both sides of a sixteen-inch disk, presents the subject matter in the following sequence: (1) dramatizes the democratic principle underlying the free public-school system; (2) shows the principle in practice; (3) presents evidence of widespread failure to put in operation the principle; (4) reports the current attack against the public-school system; (5) explains charts showing the educational inequities throughout the country; (6) explains charts showing the economic and social conditions resulting in these inequities; (7) introduces the work and personnel of the Advisory Committee on Education; (8) analyzes Senate Bill 1305; (9) contrasts

the proposed expenditures for education with the national budget, the national defense program, and other expenditures; and (10) appeals to individuals to urge support of Senate Bill 1305.

The film is the result of experimentation over a period of two years by Professor Wesley H. Maurer, Department of Journalism, University of Michigan, and president of the Michigan Federation of Teachers. The film in its earlier forms was shown before teacher groups, labor and civic bodies. Comments and criticisms from interested viewers were used as a basis for revisions. Dr. Floyd W. Reeves, Dr. Paul T. David, members of the President's Advisory Committee on Education, Dr. George S. Counts, president of the American Federation of Teachers, Irvin R. Kuenzli, secretary-treasurer of the American Federation of Teachers, and Arthur Elder, executive secretary of the Michigan Federation of Teachers, aided in criticising the experimental films.

If this film is well received and proves effective, other films will be produced, Professor Maurer states. Two other subjects, "Taxation and the Public Schools" and "Organized Labor and the Public Schools," are being studied for future projects.

Persons interested in the field should write to Irvin R. Kuenzli, 506 S. Wabash Ave., Chicago, Ill., for announcements of release dates and arrangements for showing the film to locals or other interested groups.

which is formulating plans in conjunction with the universities for in-service training for teachers; and (4) continued promotion of the study class.

The local's program to further the interests of academic freedom advocated a close watch on Superintendent Johnson's Americanization program and support of the case of Mr. Drake of the Moseley School.

As part of its work for co-operative self-help, the union continued promotion of group medical service and health and accident insurance, assisted the Credit Union to grow into a half-million dollar organization, and began a Union sinking fund.

As part of its social program, the Union has organized and staged a successful card party.

* * *

562 BOULDER, COLO.—"Teachers should be organized in order to promote the cause of education, to bring about equality of educational opportunity for the young people of our land, to raise the standards of the teaching profession and to obtain for teachers that security and respect proper to their calling."

This is the statement of Dr. Francis Ramaley, whose message for Colorado and Wyoming Educators appeared in the November issue of the *Colorado Teacher*. Dr. Ramaley points out that schools which are unable to offer adequate salaries are unable to hold competent teachers, and that as a consequence, youth from areas where schools



are neglected are at a great disadvantage when they enter college. He also cited the unfair situation existing in areas where well to do communities are doing only a small share of their part in helping to provide sound educational training to the youth. He called on labor groups to insist on well-paid teachers.

Copies of the issue were distributed to the faculties of Denver University, University of Wyoming, Colorado College and all state-supported Colorado colleges.

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332 BUTTE, MONT.—Charles C. Davis, co-ordinator, Vocational Training of the Butte Public Schools and a member of Local 332, was one of a delegation of the local labor council which appeared before the city council to urge construction of a second hous-

ing authority project of 300 dwellings. A project of 225 units is now under construction.



Although the proposal had the full support of all local labor bodies, the council voted the recommendation down and referred it to the voters at the next municipal election.

* * *

WISCONSIN STATE FEDERATION OF TEACHERS—The largest convention of the Wisconsin Federation of Teachers, with two new locals participating, was scheduled for November 8 at the Hotel Astor in Milwaukee.

Sponsored as the eighth annual meeting, the convention was to feature a panel discussion on the "Teachers Union and its place in Wisconsin education" and an address by Kermit Eby, executive secretary of the Chicago Teachers Union and consulting editor of the *AMERICAN TEACHER*. The new locals participating for the first time included the La Crosse local and the West Allis local.

Dr. George Axtelle of Northwestern University, member of the North Shore College Teacher's Local and national college vice president, will present for discussion the proposals of the special national committee on "The Emergency and Education." He is chairman of that committee.

* * *

537 NEW YORK, NEW YORK—New York City's college local recently won a point on its protest to President Gideonse's refusal to accept the Department Appointments Committee's recommendation of Dr. May Edel to a post in anthropology at Brooklyn College. The Board of Higher Education announced that it had voted to defer decision and hold hearing on the case. The Union as well as the Department Appointments Committee will be heard.

Professor Franz Boas, dean of American anthropologists and member of Local 537, scored President Gideonse's avowed reasons for nonappointment of Dr. Edel. In a letter to the chairman of the Board of Higher Education and to the Brooklyn College Administrative Committee, Professor Boas wrote:

"The practice of my teaching has always been to educate students to independent thought. . . . If this kind of teaching makes people ineligible for col-

lege positions, I wonder what is to become of the colleges. Certainly Dr. Edel's experience since she left Columbia University has been so varied that she has been under the direct influence of a great many investigators of the most diverse points of view."

Local officials also announced the establishment of a new unit at Adelphi College under the chairmanship of Francis K. Ballaine. At its first meeting in October the unit took steps to conduct an organization drive at the college. The charter membership totals eight teachers out of a faculty of approximately thirty-five members.

* * *

460 EVANSTON, ILL.—A survey of all political candidates on their stand on various important issues of the day was conducted by the legislative committee of Local 460, the North Shore Teachers Union. Results of the study were published in the November publication.



Candidates were queried on their attitude and actions on the following issues: pensions, tax rates, income tax, city manager bills, women jurors and corrupt practices act.

* * *

636 CAMDEN, NEW YORK—St. Lawrence University Local recently adopted a program for the academic year following a report by President John W. Bicknell who represented the Local at the national AFT convention.

The program included indorsement of the tenure plan now before the trustees of St. Lawrence University and support of the Faculty Conference Committee. The program also called for the establishment of improved salary scales, democratic functioning of university departments, and voting rights at faculty meetings for faculty members with two years' service.

The Local also called for a review of the university's educational aims and the preparation of a statement of educational objectives to be worked out jointly by the faculty, the administration and the board of trustees "in view of rapidly changing world conditions and of the ever-increasing responsibility of the colleges to train leaders in a democracy."

New Booklet on Free School Luncheons

OPERATION OF SCHOOL LUNCH PROJECTS: Circular Outlining the Techniques for Conducting the School Lunch Program, prepared under the direction of **FLORANCE KERR**, Assistant WPA Commissioner, in charge of Professional and Service Projects. Foreword by **HOWARD HUNTER**, Acting Commissioner, Work Projects Administration. Technical Series, Welfare Circular No. 1. *Washington:* Federal Works Agency. Mimeographed, 94 pages—unpaged.

Objective, purpose, development, and operation of the WPA school lunch program are all thoroughly discussed in this Government publication, which was prepared by home economics experts employed as WPA consultants on school lunch and other welfare projects. Sponsor-obligations and community-relationships are also comprehensively covered. In fact, any intelligent question that might be asked about technical aspects of the program is answered somewhere in one of the eleven parts of this

circular which is being distributed free.

School officials and teachers, as well as project sponsors, will be especially interested in Part IV, which gives the physical set-up and major requirements of the several types of school lunch units. Providing food for the project, which—like the provision of operating space, equipment, and all other supplies—is the sponsor's obligation, is discussed in Part VI, under the general head, "Planning Food for School Lunch Projects," and the sub-heads: "Provisions for Securing Food Supplies," and "Buying Food for the School Lunch." Since this obligation, in its final working out, must usually be met by local communities, led and directed by the school boards, school officials and teachers will find studying Part VI, after they have finished with Part IV, both interesting and profitable.

The underlying philosophy of the WPA school lunch project is that hungry children must be fed if they are expected to do good school work.

192 PHILADELPHIA, PA.—October edition of the *Philadelphia Teacher* contains several timely articles, with a leading story by Martin Rugg, who writes on "Education and National Defense," and discusses the effect of war on education and teachers.

"Today, we cannot, even in the face of greater pressure upon teachers and administrators, afford to be other than critical and fearless in detecting and exposing attacks upon education in the name of national defense," he writes. The article includes a bibliography of the material available on the national emergency.

President Mary Foley Grossman in the same issue says that an important task in the world today is to teach a real understanding of American democracy. Other contributors are: Margaret N. Curry, Benjamin D. Anton, Margaret T. Smith, Sidney Fox and Samuel Drasin.

377 BUFFALO, N. Y.—Color films of the West, photographed by her, were presented by Miss Viola De-boben before a meeting of the Local. The Union adopted a program for the year, and expressed the hope that the social and labor gains made under the present administration be maintained.

61 SAN FRANCISCO, CALIF.—The Union recently went on record supporting the efforts of the Municipal Park Employees' Union and the San Francisco Public Library Staff Association to have these workers placed under the protection of civil service. This action is in line with the Union's fight to establish the merit system in all government departments.

Plans were discussed for a campaign to keep in touch with the many legislative proposals which affect the educational system of the nation.

662 CALUMET CITY, ILL.—This Local, which was recently organized, has been aided by Local 4, Gary, Ind., in getting started.

511 EAST CHICAGO, IND.—Continuing the Union's program of opposing forced membership and attendance of teachers to any organization, a committee headed by President Homer Rohm met with the Board of Education and asked that the Board agree to pay the salaries of teachers on October 24 and 25 if the teachers comply with any of the following: belong to NITA and ISTA; report to regular assignments; visit schools elsewhere. The Board has granted two of the conditions. Irvin R. Kuenzli, secretary-treasurer of the AFT, addressed a recent meeting of the Lake County Local.

658 CALUMET CITY, IND.—The Local held its first dinner meeting Wednesday, October 16.

Prominent guests from Calumet City including members of the Board of Education as well as delegates from East Chicago, Hammond, Gary, Blue Island, Cicero, and Chicago were present.

Miss M. Wheeler, president of the Illinois State Federation of Teachers, guest speaker, invited the Union to utilize teacher benefits in Chicago.

She stated that one of them was the Chicago Teachers Union Medical Center Plan in which services were available to all at "unbelievably low rates."

Miss Flora Philley of Gary, another guest speaker, traced the development of the Gary Teachers Union, and in ending emphasized that "True democratic unionism is that which occurred only a few days ago when representatives of Gary's Board of Education, the superintendent, and members of the Union went in joint purpose to meet

with the State Superintendent of Public Instruction in Indianapolis to seek information to safeguard in every way possible the positions of their men to be drawn for military service in the future."

John Souter added comments to the meeting on community and teacher welfare and tax situations.



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Among the New Books

INDUSTRIAL CONFLICT: A PSYCHOLOGICAL INTERPRETATION; edited by GEORGE W. HARTMANN and THEODORE NEWCOMB. First Yearbook of the Society for the Psychological Study of Social Issues. New York: Gordon Press. 584 pages. \$4.00.

We are awfully self-conscious about "industrial conflict" in this country, as though it were some kind of horrible growth we would like to conceal not only from others but also from ourselves. It is a topic we like to ignore in our classrooms. Yet it is clear to all of us that industrial conflict is a major symptom of our contemporary society.

This new group of psychologists, interested in social issues, deserves high credit for the success of its direct attempt to analyze and understand this phase of modern society.

Part I is concerned first with justifying the interest of psychologists in social issues and explaining to our academic critics that research can be scientific even if it does have an appreciable bearing upon society. Then three exciting chapters: Leo Huberman presents the historical and economic backgrounds of the current conflict; Dwight Chapman offers an example of the development of an industrial community, Detroit, in terms of the automobile industry and the problems of labor organization in that industry, and Keith Sward gives an itemized, documented account of the Johnstown Steel Strike of 1937, revealing the social forces at work and the exposing devices employed in conducting and breaking the strike. If one follows the analysis of social institutions and community organization as revealed by these chapters, one is already better equipped to analyze and understand the industrial conflicts even in his own neighborhood, despite the intentional confusion often raised by one or both of the contestants.

Part II comprises six chapters concerned with the problems of individual satisfaction. Obviously conflicts arise from the thwarting of basic human needs, from the tensions that build up between individuals who are working at cross purposes. How much industrial unrest arises from the emotional idiosyncracies of particular persons and the failure to employ their special capacities? How much dissatisfaction arises from the fact that industry often considers an employee as an adjunct to the machine and not a whole personality who should achieve a considerable enjoyment out of his work, out of the social relations the work may permit, and out of the sense of accomplishment which comes with recognition of high competence?

Part III includes six chapters on the "class" structure of society and the factors leading a person to identify himself with one or another group in the struggle. Arthur Kingsbury makes it quite clear that the cleavages in society follow many planes other than simple matters of income. He proceeds to analyze human motives and to evaluate the opportunities for satisfaction in the various classes of society in respect to four areas of action. Otto Klineberg shows how racial antagonisms have confused the issues and blurred understanding. Unions have excluded Negroes; Negroes have been used as strike breakers. The hostility between white and Negro working classes has at times been encouraged by the employers under the policy of divide and rule, but times are changing. Theodore Newcomb presents an elaborate study in which a large number of union men express their opinions on a questionnaire about the functions and policies of trade unions.

Part IV considers the various forces which are employed to eliminate conflict in industry. Three chapters deal with technique in industry itself. Industrial relations programs,

says H. M. Somers, while including the selection and placement of employees, wages, health, leisure, personal needs and the like, are ultimately futile since they do not reach the source of the conflict. Capital and labor have common interests in the field of production, but they are opposed in the field of distribution. Samuel Hayes, Jr., considers conciliation and arbitration, which are essentially co-operative efforts. These, however, are dependent upon the good will of the two parties involved and will break down with a resort to direct action when the compromise is considered not to reveal the relative strength of the contenders. T. Swann Harding points out that a strike is a nonscientific, wasteful method of settling a conflict and that an intelligent, socially alert society would not tolerate such a method.

The remainder of this part deals with the relations of public opinion to the settlement of industrial conflicts. Selden C. Menefee discusses the propaganda techniques employed by the competitors for public support and evaluates the relative extent of the publicity which employers and unions can command. John Slade examines the legal aspects of industrial conflict, pointing out that the courts have never attempted to build up a common law in this field but have attempted to solve the problems in terms of other issues, such as matters of status (slave and master) or freedom of contract, rather than in terms of the personal relations involved or in terms of public interest. Ellis Freeman concludes this section with an important chapter pointing out that it is about time teachers face realistically the task of teaching the psychology of industrial conflict. Students must learn that the presentation of the facts of industrial organization and the consequent conflict our society produces does not constitute advocacy of any particular doctrine.

The volume will be especially helpful to teachers in the secondary schools who feel that it is their duty to their students to make a clear lucid picture of the society into which the student is soon to find himself. RALPH H. GUNDLACH

* * *

PUBLIC EMPLOYEE CREDIT UNIONS, by A. R. RATHER. Minneapolis: Minnesota State Federation of Teachers, 5245—42nd Ave., S. 18 pages. 10 cents.

This is a valuable guide on the function, growth and service of credit unions to public employees with special reference to teachers. It is a digest of leading credit union reports and each page is footnoted with references for the interested reader. Examples of the benefits of credit unions (means of safe savings for members, available credit at reasonable rates, consumer control of savings at work, and education in wise use of credit) are cited from many parts of the country. Just enough history of credit unions is included to give the reader a background. Teacher credit unions have grown in number from forty-five in 1934 to over four hundred at the close of 1939. The first in Minnesota was organized by the St. Paul Federation in 1926.

The authors point out that many industries have sponsored credit unions for their employees and that John P. Mitchell, then mayor of New York, helped municipal employees organize a credit union because so many of them had fallen into the hands of loan sharks. It now has 25,000 members and assets of over \$4,000,000. Teachers have been slow to appreciate the credit union movement but as a group have as much need for it as any. Credit unions for teacher groups will have to be organized by the teachers themselves.

MAURICE C. CREW

Counts—

(Continued from page 5)

labor movement for help in the struggle to maintain and advance the interests of the public schools, such improvement in relations is of supreme importance. We should resolve firmly to conserve this advance. Every local and state body in the union should do all in its power to gain and keep the confidence of the American Federation of Labor.

One final word. This assistance from the American Federation of Labor does not mean that we should leave the task of organization to a special staff of organizers. It means rather that we should achieve the largest possible co-ordination of effort on the part of the entire membership. It should cause every member to do his part.

GEORGE S. COUNTS

Kuenzli—

(Continued from page 6)

length with the Executive Board of the Central Labor Union regarding possible support for the teachers of Duluth. These men evidenced a keen interest in the budget cut and promised to enlist the support of the 10,000 men of labor to secure an adequate school program. They did feel somewhat hurt, however, that teachers constantly seek their support but refuse to affiliate with them.

Evidently you have a vigorous battle ahead to protect the schools from serious curtailment during the present emergency. Your teachers' association in Duluth is one of the strongest organizations of this type I have yet seen. I believe your association is the only one in America which employs a full-time business agent who is a member of the Office Workers Union (AFL) and a delegate to the central labor council. Why not secure for your splendid organization of over 500 members the backing and functional support of more than 10,000 organized workers in the city? In a single stroke you may change from an organization of 500 to one of 10,500 members with tremendous power and influence in the city. At the same time you will be associating yourselves with a movement which was largely responsible for establishing the free public-school system in America and which, over the years, has played a major part in establishing those basic principles of American democracy which are directly related to education—better housing, elimination of child labor, social security, adequate financial support of schools, better health conditions in industry, care of the orphans, crippled, widows, and aged, and more abundant living in general.

It has been amply demonstrated in many cities of America that teachers can ill afford to stand alone in the present crisis. In fact, the situation in Duluth is so typical of what is happening all over America that we are printing this letter in the AMERICAN TEACHER Magazine.

IRVIN R. KUENZLI

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