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Teachers need more effective organization

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Thesis

TEACHERS NEED MORE EFFECTIVE ORGANIZATION

by

Elizabeth V. Foster

(E.S. in Ed., Boston University, School of Education, 1934)

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requirements for the degree of

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1936

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INTRODUCTION

Outstanding among the many malignant features of the depression period is the attack on Public Education. Under the slogan of "Get rid of the frills," a half century of progress in education has been halted and in many places destroyed. Under the guise of economy organized minorities have planned and executed vigorous campaigns of curtailment in school expenditures and school services.

No one would attempt to minimize the need for economy in our public school systems. Admittedly there are school officials unable to remain temperate in the midst of an opportunity to wield a generous budget, and who likewise, are not ready to pull in the reins before the horse has broken the harness. Neither should one scoff at the economic distress which overburdens the country. Yet in the midst of poverty there is plenty! Retired bankers still receive a pension of $100,000 a year; money is found for roads and battleships; automobiles continue to increase and add more congestion in already overcrowded streets; gum, perfume, and other luxuries show an increase rather than a decrease in expenditures! While such manifestations of wealth exist, can there be any justification in the attack on schools on economic grounds? It is a challenge to the American Public School Teacher. It is a call to "Come out of the Classroom", 
INTRODUCTION

Understanding more the many Maintenance features of the

government process is the key of the "little"" half century of

the theory of "net" of the little, "a half century of

progress in education is been falling and in many places we-

speak. Under the guise of economy operating minimum

have already and essentially government campaning of unprogram

to school expenditures and school service.

No one would attempt to minimize the need for economy

in our public school systems. Unfortunately there are schools

that have made a generous budget, but who likewise are

not ready to part in the face of the greatest problems of the

department. Without question, one school of the economic fine

keep which overproduce the country. Yet in the midst of

brevity there is pianful. Retiring parents still receive a

pension of $10,000 a year. Money is found for lavish and

permanently automatics continue to increase and may more

consortial in a city of a thousand streets; and perhaps, one

other futures show an increase rather than a decrease in

exchange with such maintenance of wealth exist.

can there be any explanation in the attack on schools no

economic reasoning? It is a challenge to the American public

School Teacher. It is a call to"come out of the Classroom".
to take the responsibility of reeducating and influencing misguided public thinking. (See Fig. 1)

The individual teacher can do nothing. It is only by co-operative action of the entire group allied with other groups, that the voice will be heard above the powerful attacks of organized minorities. Unorganized, and standing off by themselves, they shall remain at the mercy of those who happen to be in power. They shall be left to themselves in their dreaming, a thought put in verse by some unknown poet:

Stand off by yourself in your dreaming,
And all of your dreams are in vain;
No grandeurs of soul or spirit
Can man by himself attain!

It is willed we shall dwell as brothers;
As brothers we must toil;
We must act with a common purpose
As we work in a common soil.

And each who would see accomplished
The dreams that he's proud to own,
Must strive for the goal with his fellows,
For no man can do it alone.

That there is need for more effective organization of teachers, is evidenced by the fact that present teacher associations and unions are devoting many pages in their publications to appeals for action on the part of teachers, in getting "group solidarity" and "group associations". An appeal to teachers to organize is expressed in The Texas Outlook by James M. Moore as follows:

I sometimes like to contemplate just how it would feel to belong to an organization of teachers with a membership of almost a million; each member of which
to take the responsibility of maintaining and influencing.
(see Unit)

The important lesson is on patience. It is only by
co-operative action of the entire group feeling with other
exchanges that the voice will be heard above the monotony
of all the promises. This will remain as the mark of those who
perish to be in power. They will be left to the world to
speak themselves, and to the knowledge of those who
pray the following to be repeated in verse by some

And now we can do it alone.

And secret men whose work we acknowledge
The dream that the power to come,
that strive for the seat of the fellows.
That there is need for more effective organization of
resistance; to activities at the fast that press the people
secretly, and till work have gained the people in their due
preparation to speak for protection of the work of resistance in
getting "free and equal," and "work and sanitation." As quickly
supposed to organize to struggle to express in the lives of the
people of the world as possible.
Total annual bill
of the American people
for certain selected
purposes in 1929

All values are in millions of dollars.

Taken from Scholastic 22, Mar. 4, 1955

Fig. 1
paid a fee of $10 per year, all of which would be used to carry on an educational program which would have as its primary objective the control of the entire social forces in such a way as to make for truth, justice, mercy, and general well-being.

"If we did have such an organization, we would have no trouble in selling education to America. We would have sufficient funds to give daily radio broadcasts over national hookups. We would have enough power and prestige to demand all of the newspaper space that we would need, and the general work of such a vast organization would be sufficiently important to get a place on the front page of all of our big daily papers.

"In a few years such an organization of teachers would be able to raise the standards of teaching so high that only the most superior type of individual would be in the teaching business. With only the most superior personalities in the profession and with the power and the prestige which such an organization would give, there is little doubt that the teachers would, within a very short time, be in a large measure controlling the social and economic forces instead of being dominated by them as they are at the present time."

This thesis will discuss the need for more effective organization of Teachers.

The material will be gathered mainly from educational publications, government reports, association magazines or bulletins, and newspaper reports of attacks on schools and the efforts of teachers to combat them in one locality. Obviously the study must be limited and the discussion will be confined to the situation in the United States, unless there is something of extreme importance outside the country that should be included. Only three of the outstanding national associations will be studied.

James C. Moore, "One Million Teachers", The Texas Outlook, p. 3. (Date of publication lost by theft of materials. Inserted with permission of Prof. Roberts.)
The Texas Outlook, "One Million Teachers," October 1906, p. 115.

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CHAPTER I
REASONS FOR THIS THESIS

A. There is Need for Leadership Among Teachers in Educational Thought—Local, State, and National

The leadership referred to is not that connected with classroom procedures, subject matter or curriculum building. It is necessary to develop rather, a leadership among teachers in educational thought which will encourage the interpretation of education to the entire people. There is need for educating the public generally concerning the important place which the schools occupy in the social structure. Newspaper articles are excellent but the most effective publicity is personal contact. Teachers should personally spread desirable information concerning the work of the schools to the public, and the public should be invited to put the schools on its visiting list.

A bit of education propaganda is expressed by Harry Woodburn Chase in an article entitled "Crime and the School", in which he says that, "the school for thousands of our youth today, is the single constructive influence that attempts to foster correct social attitudes".  

CHAPTER I
REASONS FOR THIS Timing

There is need for Teacher's Aide Teachers
in Superintendent's Office, State, and
National

The Teacher's Aide is to not just connect with
accession procedures, support matter to curriculum updates.
It is necessary to develop a Teacher's Aide Program
in school districts throughout which will encourage the interest
in the teaching of students to the entire people. There is need
for supporting the multiple educationally important
places within the schools, common in the social structure.

Newsworthy articles are excellent but the more effective and
meaningful articles are excellent. Teachers should be aware
that the work of the schools to keep teachers informed
concerning the work of the schools to improve the quality and the
uplift of the schools is needed.

A part or subsection profession in experience of health

"When a person abuses in an attitude entitled "Crime and the School"
when he sees that the school has done to our nation to
improve in the entire educational influence that attempts to
lower correct social attitudes.

"When a person abuses in an attitude entitled "Crime and the School", a person that
believes that the school has done to our nation to
improve in the entire educational influence that attempts to
lower correct social attitudes."

December Teacher's Bulletin (March, 1932)
In the same issue Bruce Barton is quoted as saying:

"The cost of keeping a boy in the classroom is less than $100.00 a year, while the cost of keeping a man in jail is more than three hundred dollars. But the danger lies deeper. Few of our children will go to jail, while all of them, if the New Deal succeeds, will have more leisure. We are sacrificing the very courses that should guard a leisured man or woman from becoming a mere loafer, courses that lead to the enjoyment of books and music and art and good conversation, to the practice of useful hobbies, to contentment at home.

"Education is more important than any of the so-called economic problems. If we lose billions, we shall some day recover the loss. But woe to the United States if the future historian writes: 'In a few months of depression the nation impoverished its future by casting away the educational gains of a hundred years.'"

R. W. Tyler of Ohio State University in "Ohio Schools" said that actual tests had proved that "pupils who had spent four years in high school in 1934 did no better than pupils who had spent three years in High School in 1930. The false economies of the depression period have been at the expense of the children in the schools. They have been retarded one year in their education."

And again Clarence Darrow says: "The empty schools of today are making full jails in the future. Children are bound to learn whether we give them schools or streets."

Such statements are called forth by present economic conditions and because of the fact that schools are not being

1 Journal of the N. E. A., (December 1934)
3 Clarence Darrow, Ibid. p. 3.
In the same issue, Prince Arthur is quoted as saying:

"The best way to keep a boy in the classroom is by keeping a teacher in the classroom. If a teacher can't keep the boy interested, then something is wrong with the system. We need to find ways to keep the students engaged and motivated. The classroom is not a place for playing video games or eating snacks. We need to make it a place where learning takes place.

We need to focus on more than just academics. We need to teach the students about life skills and personal development. It's not just about passing tests. It's about preparing them for the real world. We need to teach them how to communicate, how to work in a team, and how to solve problems.

The school should be a place where the students feel safe and supported. The teachers should be role models, not just instructors. They should be approachable and available to the students.

In short, we need to make the classroom a place where students want to be. If they do, they'll learn. If they don't, they won't.

Alice

[Signature]
maintained, pupil loads of teachers are too heavy, and their salaries too low. The teacher knows these facts, but the public does not know them. Communication of this information to the public is of transcendent importance.

It is the duty of teachers to educate the public to the new demands confronting the public schools as developed by new economic and social conditions. Agnes Samuelson, President of the N. E. A., speaking of present day conditions said: "The past few years paralleled those of the early days, in that these, too, are times of stress and uncertainty. With world wide confusion, with staggering national problems, with growing inequality of opportunity, and with doors closed to millions of youth--the need exists for the teachers of the nation, to act a strenous, patriotic, and heroic part for the welfare of our country." ¹ With such need for leadership can teachers stand idly by, smothering their vigorous opinions and ideas, and allowing their minds to grow slovenly from repression of thoughts they dare not express? Let it not be said that American leaders do a good deal of talking but they have no ideas! Do they dare train for good citizenship and fruitful living by encouraging "thinking"? Will they take the leadership in endorsing a program of education that will not only be idealistic but also practical? Will they stand

against the forces that would prevent the fulfillment of the teacher's task in the preparation of minds so that they look to a rapidly changing future rather than to a past?

All this needs a serious attempt on the part of the teaching profession to secure not only, an understanding of, but an active participation of larger numbers of ordinary citizens in the determination of educational policy. It is time for teachers to place the issues of education squarely before the public so that they may be enlightened as to the educational needs of the time. They should welcome and encourage all frank and impartial discussions of them by individuals and public agencies.

B. Teachers Should Have More Influence in Shaping Educational Policies and Legislation

One of the resolutions adopted at the Chicago Convention of Teachers' Unions in 1933, referred to teacher participation in shaping school policies. It urged that teachers be given opportunities to assist in shaping school policies, and that whatever policy concerns the school as a whole should be the result of concerted thought and effort on the part of the entire teaching staff.

It is time for schools to adopt the policy of trusting the teachers with greater responsibilities and of demanding of them more intelligent and carefully considered solutions
If there were a serious attempt on the part of the
Teaching Association to secure not only an affirming of
what the Teaching Association of Chicago has
offered to the Teaching Association of Chicago at
the time of the Teaching Association of Chicago's
appearance wean of the time, they should welcome and say
acceptance of their and their assistance of them in the
viewpoint and position.

Teaserea should have more influence in providing

Beneficial Policies and Legislation

One of the recommendations passed at the Chicago Convention
of Teachers Union in 1929, relative to Teacher participation
in educational policy decisions. It makes the teachers appear
opportunities to serve in shaping school policies and that
whatever policy concerns the teachers as a whole apology be the
basis of our society and influence on the part of the

There is none to oppose to such the policy of promoting
the teachers with greater responsibilities and of
emerging or from more intelligent and valuable cooperation
of
of school problems. If the educational system is to give the child what he should have teachers must share in the shaping of school policies commensurate with their training and experience.

Teachers are the ones who should know the individual needs of the children. They have much closer contact then the administrator. A. C. Argo says:

The entire faculty should participate in curriculum construction. Because we firmly believe that the curriculum should be developed to fit the needs of the individual child as well as to provide for the general welfare of the entire student group, it is considered vital in our curriculum construction that the teachers who become intimately acquainted with the pupils through the daily relationships should be the ones to develop most of the curriculum. Certain general interests of society must be taken care of through a core curriculum, the outline of which should be developed by a central committee. The same committee should also make sure that the general outline of the curriculum is adequate to prepare students for college or lead to some occupations. However, all the details and instructional units of the above mentioned curricula and all other curricula whether they be expressed in subjects or student activities should be selected and organized by the teachers who are responsible for classroom instruction.

One of the reactions to be guarded against however, in teacher participation in curriculum making is the over enthusiasm on the part of some teachers. Someone has said "Too often what has been the dream of an idealist, has been accepted by the mob as the voice of a prophet." Teachers have

To obtain a program to live the student's character is to achieve a goal with which we cannot have expectations, as the following statement shows:

"Teachers are the ones who should know the fundamental needs of the children. They have much more contact than we can imagine."
been too eager to adopt the new curriculum simply because it was new.

Not only in the shaping of school curricula should teachers be active. They have another duty with respect to school legislation. One of the first steps that should be taken by teachers, is to assert themselves with respect to legislation affecting the organization and administration of the public schools. They must play a more vigorous part in shaping public opinion.

The present dictation of policies for the schools by bankers and other outside pecuniary groups is more than harmful to the cause of education. It is also a pathetic and tragic commentary on the lack of social power possessed by the teaching profession. Teachers will not do much for the general settlement of social problems outside the direct influence of academic discussion, until they have asserted themselves by taking an active share in the settlement of educational problems which most directly concern teachers in their own local communities.

How are teachers to exert this influence?

The answer is unquestionably to be found in the change that is taking place among school teachers throughout the United States. The depression that reduced revenue in cities and towns and that finally led to a widespread attack on the public school system by that element in the country that would sacrifice the education of the children of working people to profits, stirred the teachers profoundly. They are beginning to realize that if public school education is not to be seriously injured the teachers must get out of the classroom and take, what is rightfully theirs, a place in the civic life of the community in which they live. The profession must join hands with all other groups who would place the

control of the schools in the hands of men and women of the highest character and vision. 1

C. Teachers Should Have Stronger Organization To Protect Their Teaching Integrity

Freedom of teaching is part of freedom in general. In speaking of a need of organization to protect teaching integrity, reference is made only to a freedom from corrupting influences or practices. The list of restrictions for teachers only is one of the corrupting influences to which teachers should give serious consideration. The vendors of empty words and commands but emphasize the saying of Cicero: "There are masters who should be slaves; there are slaves who would make better masters."

It is to be expected that the public should expect the teachers in charge of its children to be superior. But it has no right to expect that, just because they are teachers, they should not have the same freedom of action, thought, and personality as is enjoyed by other public servants. Even today school teachers in many parts of the country find themselves in the same predicament as the writer of the following article:

"The list of restrictions is long in the school where I now teach, a school of approximately a thousand

students and thirty teachers. My colleagues and I are all required to eat our lunches at school, even though some of the men live within a block of the building. I am not permitted to receive telegrams, telephone calls, or special delivery letters at school. (Indeed, the story is told of a former teacher who was not given the telegram telling of her mother's death and missed her train to the funeral in consequence.) If I should feel ill, there is no place where I might lie down for a few minutes, nor is there a rest room where I might sit down for a moment's relaxation during my thirty minute recess at noon. I may not talk to teachers in the halls. I am required to be at school eight o'clock in the morning and am frowned upon if I leave before four-thirty in the afternoon. However, I am frequently asked to return by five-thirty to spend the evening taking tickets at some school entertainment. I have a one-week Christmas vacation, which I must make up in June. Nor is the matter of dress entirely within my own hands; such things as finger-nail polish, make-up, and coiffures are the objects of caustic comments made by those in authority.

"In the community where I work, the popular assumption is that a teacher's life belongs to the community, so I am subject to the whims of the citizens. For example, I am expected to spend most of my week ends in town. I must attend church regularly, and I am really expected to teach a Sunday-school class in spite of the fact that I have already faced these same youngsters for forty hours during the previous week. If I had a better voice, I should also be expected to sing in the choir. Indeed, the local attitude toward church attendance is so exacting that I have recently caught myself sneaking down a back street to and from breakfast on those mornings when I did not attend church.

"Religion might play another part in my life as a teacher. If I were either Catholic or Jewish, I am sure that I should have a hard time getting a job in the average Midwestern small town. I have often thought that I should prefer to join the Episcopal Church, but I am told that a similar prejudice exists against members of that church because some of the natives ignorantly associate the Episcopal church service with Catholicism.

"In English classes, where the subject matter of even such harmless poems as 'The Ancient Mariner' or 'The Lady of the Lake' calls for frequent explanations concerning Catholicism, I find myself in danger of being misquoted and labeled Catholic; and my colleagues in
In the beginning of the decade, the struggle for women's rights was at its peak, and the women of that time were determined to fight for their rights. The suffrage movement gained momentum, and women across the country demanded the right to vote. The women's movement was led by many prominent figures, including Susan B. Anthony and Elizabeth Cady Stanton. They organized rallies, wrote petitions, and marched, all in the pursuit of equality.

The struggle was not without its challenges. Women faced discrimination and resistance from those who believed in the traditional gender roles of the time. However, the women's rights movement persisted, and their efforts eventually paid off. In 1920, the 19th Amendment was ratified, granting women the right to vote. This was a significant victory for the women's rights movement, and it paved the way for further advancements in gender equality.

The women's rights movement of the 19th century was just the beginning. Women continued to fight for their rights, and their efforts led to the establishment of the Equal Rights Amendment in 1923. The amendment was ratified in 1972, further advancing the cause of women's rights. Today, women continue to strive for equality, and their contributions have shaped the course of history.

In conclusion, the women's rights movement of the 19th century was a turning point in history. It marked the beginning of a new era of social change and gender equality. The movements of that time laid the foundation for future advancements, and their legacy continues to inspire women around the world.
the history department report similar difficulties.

"I have little time of my own. I am not only expected to attend church and Sunday school as bidden, but I am supposed to take part in as many outside activities as the community sees fit to ask me to, no matter whether I have time or not. It doesn't matter how many hours I spend outside of school coaching plays, directing a school newspaper or annual, leading young people's groups, or training students for endless contests; if I am called upon to give a book review, judge a group of essays, or help with a local, home-talent show, I must find time for it. Nevertheless, I know that I shall be reminded that I really have a soft job because I teach only five days a week.

"I am forced to associate almost entirely with other teachers. I have reason to believe that my experience of attending small town churches without being spoken to by any member of the supposedly friendly congregation is not unique. And I hope I do not seem too cynical when I say that in my community most of the town parties to which the other teachers and I are invited are benefit affairs. Never are we invited to those intimate little parties at which people become really acquainted, and even at the large ones most of the friendly advances must be made by the teachers. We are often seated by ourselves and are seldom included in the conversation. Thus we seldom feel free in our association with outsiders.

"Another matter which rankles is that of salary. In these days of depression the taxpayer feels that I am getting too much. My colleagues and I get between $1000 and $1400 a year, but the taxpayer seldom remembers to divide that sum by twelve before he compares it with his own income. If I ever dare remind him of this, he always replies that I have a longer vacation than he. Yes, but I've never known a teacher who asked for three months of forced unemployment. Personally, I find scraping and saving for vacations one of the most unpleasant things about teaching.

"And while I'm on the subject of money, I might remark that no member of the community is ever more consistently solicited for charity than the teacher, nor is there any other profession, except the ministry, perhaps, where employees are expected to go on cheerfully working without any pay at all, as have vast numbers of teachers within the past few years. Not only am I supposed to contribute to the local church, but I am also expected to give to two orphanages, the Red Cross, the Tuberculosis Association, the Salvation Army, and the Community Chest. In addition to that, I am offered
tickets for any number of raffles held for this and that purpose; I am invited to benefit teas and bridges; and I am asked to pay for the privilege of having countless Ladies Aid Societies embroider my name on quilts. 

"I am also faced with the prejudice against out-of-town and out-of-state teachers. The complaint is that I take my money out of town during vacations. A few years ago some local merchants went so far as to try to influence the school board to pass a ruling saying my colleagues and I should spend our money here where we are employed. Yet the wives and daughters of these same merchants do their shopping in cities. This community, like many others, takes an active (and unwholesome) interest in the way my friends and I spend our money. I am criticized for buying a fur coat. If I take pains in the selection of my clothes, they complain that I dress too well; but if I buy less expensive things from the stock of the local stores, I am criticized for looking dowdy. Automobiles owned by teachers are frowned upon here, even though the other transportation facilities are abominable. If I should take a trip to Europe, as one of my friends did, I should be regarded with suspicion. (I am at a loss to explain this logically. For some reason trips abroad never seem to be associated in the small-town mind with education, but rather with having some sort of wicked fling. Perhaps it is a suspicion of the unknown.) And for me to deposit money in the postal savings bank would be nothing short of a crime, because the local bank needs my patronage. This attitude still persists here in spite of the fact that we lost all our savings in bank failures a few years ago.

"My political relationship with my community is peculiar. I am expected to vote; yet it would be unwise for me to exert any active political influence. I have known of several small towns in this state where teachers electioneered for a losing member of the school board and were consequently dismissed by the new board. I teach in a town where there has been considerable labor trouble within the past few years. We teachers are strongly advised to keep our opinions to ourselves. In one mining town in Illinois last year, a teacher engaged actively in a union controversy and was immediately dismissed.

"As a matter of fact, soon after I began teaching I concluded that to express an opinion of any kind on any subject, either in the classroom or outside, was dangerous. All the teachers to whom I have ever talked seem to feel the same way. There are, I presume, sev-
eral reasons for this. In the first place, students are grossly inaccurate in repeating what their teachers have to say. Then, too, most of us can still remember reading about the Scopes trial. I find that a disbelief in the theory of evolution is not confined to Tennessee. I know from my conversation with small-town people that they hold some mighty conservative and misleading opinions. Red-baiting is popular these days, and too few ordinary citizens bother to distinguish between liberal opinion and the most radical.

"Yes, not only politics, but also national policies, community issues, religion, prohibition, sex, and evolution are topics which I, as a teacher, had better leave alone. (I am also aware of the fact that I cannot afford to admit the authorship of an article like this.) In this community I should not dare applaud any phase of the policies of Soviet Russia or Fascist Italy, or suggest that Wall Street and our legal system need reforming. I should not even think it very judicious to express my unmitigated scorn for the soft thinking of some of our early American poets, because they are so revered by certain members of the community. Is it any wonder, then, that modern education is sometimes criticized for side-stepping some of the main issues of our complex civilization, and thereby failing to teach life as it really is?" 1

And again we find L. H. Thornburg saying:

"In many localities teachers are denied the ordinary political rights accorded other citizens, and again the reason is obvious. Women are not usually members of the Chambers of Commerce, of Rotary or Kiwanis. These are the organizations around which the economic life of the community centers. Men teachers being out-numbered four to one by women, are placed in the same category as the women. Because they are teachers the community unconsciously places them outside its major activities. They can attend church, sing in the choir, belong to a fraternal organization, and teach school, but they must never attend the Chamber of Commerce and offer constructive suggestions. They are supposed not to have any. They are supposed to know nothing of business, finance, or taxes. They must not offer advice about the character building institutions in the community irrespective of

the fact that character building is a chief function of the schools. Their job is to teach from books what someone else said about something which has already taken place, and all the better if the person they quote is a rugged individualist. Their light, such as it may be, must be hid under a bushel and its only glimmerings must be in line with the status quo.

"Judged by the leadership education has had in recent years the teachers are not at fault for present school conditions, even those within the class rooms. They have always been between the cross-fire of the school administrators on the one hand and the board of school control on the other. The boards of education control the purse-strings and the administrators set the standards. The teachers are thus blessed with the unique position of serving two masters neither of which is greatly interested in their welfare, whether it be economic, social, or educational. They have never had a voice in school control or planning as this is supposed to be taken care of by the administrators and the school boards. They are considered as workmen in our educational factories to be hired and fired at will, regardless of the personal, educational, or economic waste involved. Under existing practices they have but little recourse to justice notwithstanding the state laws which pretend to protect their rights. Any society which keeps its teachers virtually in a state of economic bondage cannot expect much in the way of educational results from its school system." ¹

The following pronouncement from New York City was given as official by a writer in the American Mercury:

"In determining whether or not a teacher shall be promoted the Board of Superintendents is obligated to take into account the history of the teacher, the persons with whom he associates, and his attitude toward governmental questions.

"As a teacher he has not the same rights as other citizens to print, publish, or declare his thoughts and opinions. He may at any time emancipate himself from the shackles of the department and exercise his full rights by resigning his position." ²


The following announcement from New York City was given

as official by a speaker in the American Legion:

"It is with gratification and pleasure that I announce the
organization of another American Legion post. We are proud to
report the establishment of this post in the heart of the
American Legion movement."
This refusal on the part of the public to allow teaching integrity is traditional. Even back in the time of Socrates, there was interference from above. Socrates, too was a teacher. He it was who said—"My teaching is my life; to teach what I believe to be true is more precious than life itself."

The teachers today are in much the same position as Socrates was 2000 years ago. He was accused of corrupting youth, of spreading discontent among those who came under his influence—and all because he taught the truth. In an article written by a member of the New Bedford School Committee, Dr. E. Stanton Hodgin, writes as follows:

"Well meaning patriots are pushing legislation which if successful may restrict the range and determine the character of the teaching done in our schools; measures which may eventually result in censorship over the teaching profession. Much of this proposed legislation may seem harmless in and of itself, but it is part of a world wide movement to intimidate teachers and make them dogmatic and blind defenders of the existing order of things. It is an attempt to stamp out radicalism in the teaching profession. If they should accomplish this it would mean the devitalization of our schools, rendering them incapable of doing their true work.

"Radicalism is a much abused word. Many people apply the word radical to any movement that seems wild, threatening and inimical. That is an unjustifiable use of the term. The true radical is one who goes to the root of things. The root is the source of growth. The radical teacher is one who ministers to the growing element in life.

"The children in our schools will live in the future, not in the past. The problems they will be called upon to meet will not be the problems of 1776, but the problems of 1956, and teachers must face the latter date. Almost any other citizen can afford to be conservative or even reactionary but the teacher cannot; he must face the future and prepare the pupils to meet the unknown. The world of the future will be different in many respects.
The motive of the future will be different in ways we imagine.

"If we cannot profit by an evil, we cannot be sure of the future.

Man's will to power will always be the driving force behind human action."
from the world of the present and if the teacher does not help the child prepare for that different world who will? He cannot do this unless he is himself somewhat bold and adventurous. He cannot follow the beaten path only; he must venture into untried fields of thought and search for undiscovered truths. This is dangerous work; but true teaching is dangerous, and cannot be made easy and safe. Great teachers have been crucified or forced to drink the hemlock.

"No greater calamity could befall our country than for its educators to be intimidated into becoming mere drill-masters, disciplining the rising generation into acceptance of the established order as if it were something sacred and inviolable, instead of preparing them to meet the new conditions that must inevitably arise.

"The teachers of America are as a whole too willing to follow rule and routine in their work. What is needed is something to give them courage to follow their own ideal of what life requires of us, instead of servilely looking for orders from above. The effort of over-zealous patriots to suppress what little initiative teachers still have and to cow them into complete regimentation is one of the most inimical movements of our time." 1

D. The Ideology of Yesterday Will Not Serve the Schools of Tomorrow

Since American life is undergoing a rapid and profound change, education must be made a more effective instrument for the enlightenment and guidance of the people. Teachers cannot stand on the sidelines while the great social, economic and political decisions are being made in this country. Teachers must participate vigorously and constructively in these decisions. Schools cannot continue to graduate boys and girls, young men and women who can be frightened, cajoled, and regimented by symbols which betray the reality. A task for teachers and other educational workers is to awaken the American people so that they might be able to pursue a course independent of the pressure of property and of red herrings drawn across the trail of political issues. 2

1 Dr. E. Stanton Hodgin, New Bedford Teachers' Association Bulletin, Vol. 2, Special Number. (May 1935)

Teachers, it seems, would be glad of the opportunity to raise the standards of present day curricula, and to revise them to meet the needs of the times. But dare they? Have they an organization strong enough to protect the integrity of the teacher who would venture to help pupils to understand the political and economic issues of our times? The case of the three teachers in Kellogg, Idaho, discussed later in this paper, who were dismissed because of "political activity" and that of Dr. A. J. Kraus of the College of the City of New York, who was dismissed for supposed radical teachings, holds out the warning that at the present time, the public is not willing to let go too much on the school control. Teachers must in some way make alliances with groups that will work constructively with one another, groups which will give serious consideration to the fact that teachers have been too busy handing out cut and dried subject matter in the class rooms, and discussing pedagogic questions in convention halls, to even discuss keeping up with the times on the basic, national, and human ideals.

It is an established belief that a democracy can endure and flourish only through an intelligent and well-informed electorate. Schools therefore should exist for the purpose of educating for a citizenship capable of directing and participating in the affairs of a political and industrial democracy. There is too wide a divergence between what the
It is in the establishment of a society that is democratic and participatory that the alienation of the political activity of the people can become a reality. If we want to raise the awareness and involvement of the community in political decisions, we must create an environment where people feel empowered to participate in the decision-making process. This can be achieved through education, fostering a sense of community, and providing opportunities for citizens to engage in political discourse. By doing so, we can ensure that the political system truly reflects the views and interests of the people, thereby reducing the sense of alienation among the community.
schools want to do and what a controlling public will tolerate having them do.

One thing is certain and that is that the curriculum cannot be static or rigid; it must go with the changing social and economic conditions. There is need of a liberalized approach to the social studies, characterized by dynamic teaching. This requires a two fold movement:

1. Organized teachers working through administrative channels.

2. A large body of parents whose children are to be educated in the public schools requesting the board to make needed adjustments.

In the past teachers have been leading children to believe. An author, whose name I do not recall at present, was far to the front when he stated: "It is not necessary that the students of whatever age be led to believe....It is only necessary that they be led to understand."

1. Academic Freedom.

The major problems discussed at the N.E.A. Convention in 1934 were as follows:

(a) The demands upon education by the changing social situation.

(b) The defense of public education against the re-trenchment policy which has gained considerable force in the course of four years of the depression.
(c) The related endeavor to work out new methods for the support of public education in which is to be included the effort to enlist the support of the Federal Government.

(d) The issue of "Academic Freedom". ¹

The question of Academic Freedom is also demanding the attention of the American Federation of Teachers. At its eighteenth convention it adopted the following resolutions:

"Whereas, The World is passing through a period of social and economic growth; and,
"Whereas, Clear and unhampered thinking is essential in our democracy; therefore be it,
"Resolved, That the American Federation of Teachers reiterate its unalterable opposition to any attempts to interfere with academic freedom and with the citizen rights of pupils to the fullest and freest understanding and growth; and be it further,
"Resolved, That in our national and local campaigns for the defense of victimized teachers, and in the defense of academic freedom, we enlist the support of all social groups--teachers, labor, parents, etc." ²

The two largest national teachers organizations are working. Are they accomplishing the right of the teacher to Academic Freedom? First, it seems, we need to know the answer to the question "What is Academic Freedom"? In the following article, a teacher ventures a definition of academic freedom which postulates duties as well as rights.

"It may be defined as the right of a teacher to say what he thinks. Like all efforts to reduce a complex matter to its lowest terms, this definition is as inadequate as it is popular. All freedom, academic or otherwise, is limited; no right can exist unless it is

balanced by a duty. It is therefore necessary to find out, if possible, what the limitations of academic freedom are, to discover exactly what authority teachers are responsible to. For liberty, especially intellectual liberty, without responsibility is anarchy.

"To say that a teacher is responsible to society is to beg the question. What society? Is it the society which has established his school or college for its own use and benefit? Is it society as it exists in Russia, Denmark, or Italy? Or is it society as he thinks it would be if all men acted intelligently and altruistically? The answer seems to be fairly clear: the teacher is responsible to society as it exists in his time and country. His claim to freedom is valid if he first acknowledges that responsibility and then interprets it with intelligence and courage. Responsibility to society does not mean acquiescence in everything society does. Criticism is of the essence of the teacher's responsibility; nobody but a dishonest fool can argue that American society as it exists today or as it has existed in the past is perfection or anything like it. Its structure not only must change; it is changing, and just what it will become in the end no man can say. The teacher's temptation is to set himself up as a prophet, and, by virtue of that holy calling, to cause and guide the change to a definite end. His proper task, probably is to criticize the change as it goes on, recognizing that it is caused by conditions beyond the control of the colleges, and that he, as an educator, should deal not with the hopes but with the experience of man. Education is a response to the pressures and the needs of a civilization. Changes in the structure of the civilization begin elsewhere, generally in the field of economics or industry; as they develop, the demands of culture on education alter, and education conforms. If this conception of the passive function of education—admittedly a controversial one—be accepted, it appears that the teacher's liberty is limited by the fact that he ought to be a critic, not a seer or a reformer. His responsibility to society is to evaluate what has been and is being done; when he tries to start anything, he is out of his province. There is a bitter need for such detachment, especially at a time when new theories, many of them academic in origin, are being hurled into action. The teacher's criticism, furthermore, should be not destructive, nor yet constructive, but purely judicial. Destructive criticism too easily develops into a sort of exhibitionism, for everybody likes to see the china smashed. Constructive criticism implies that the critic is sure of the value of what he is trying to accomplish—a godlike certainty which cannot be enjoyed by those who
are dealing with human character and action. Judicial criticism is a search for truth without prejudice toward either side of a controversy.

"Does this theory of the teacher's job mean that he should have no convictions? Within limits, it means exactly that, at least where social problems are concerned. He must know what the problems are; he must, as far as is humanly possible state them with fairness to both sides; he must be familiar with the solutions which have been and are being tried; he must investigate the causes of their success or failure. He must, in other words, proceed according to the method of scientific thinking, knowing that he cannot see more than one step in advance. If he can help it, he must not become an advocate of any one solution, and in particular he must be on his guard against utopianism, which is the besetting sin of his profession. His task is not to find the answers to the problems with which he is dealing, but to sharpen the minds of his students so that they, when their time comes, will attack the problems which confront them with intelligence and open minds. His convictions will often drive him to scathing criticism of things as they are, but he should seldom if ever discuss things as they ought to be, for to do so is to take the short road to propaganda. And a clear idea of the difference between criticism and propaganda is essential to a definition of academic freedom. Criticism is concerned with the past and the present; propaganda is concerned with the future, and seldom makes any distinction between a vision and a dream.

"Within the limits thus prescribed by judicial criticism, the teacher should be free, and must be free if anything like liberty is to exist in the country. He may have to fight for this freedom, he may have to suffer for it as many men have done, but to maintain it at all costs is a large part of the duty which he owes to society. The phrase, "duty to society", is nevertheless a dangerous one, slipperly under definition, for it is and should be subject to individual interpretation. It is remote authority to which a teacher's actions are referred. The more immediate authority vests in a board of trustees or an equivalent body. The teacher has a duty towards this body for the sordid and sufficient reason that he receives his salary from them. Since nearly all trustees represent a capitalistic society and capitalistic ideas, it follows that the teacher has a definite duty towards capitalism. To draw pay from a university organized under a capitalistic society, and then to attempt the destruction of that society is commercial dishonesty and cannot, by any stretch of the imagination,
be the foundation of intellectual honesty. Less in this area than anywhere else does the end justify the means. To define with exactitude the duty of the teacher to his employers is no easy matter. Integrity must be reconciled with compromise.

"Integrity and compromise are not incompatible. Integrity enables a man to live with himself; compromise enables him to live with other people. A man's claim to freedom of thought is valid only when he allows freedom of thought to all other men. This mutual obligation of tolerance implies, especially where human relations are concerned, that certainty of one's own correctness is impossible to a man of intelligence; the factor of human nature is a variable which destroys the mathematical accuracy of all solutions of the social problem. Teachers, having often a natural affinity for idealism and intellectualism, become exasperated when they meet opposition from men whose experience has been purely practical; conversely, practical men become exasperated with theorists. Both parties to the dispute are wrong; both are right; and neither can get along without the opposition and the criticism of the other. To say, as many teachers do say all the time, and as all teachers say some of the time, that trustees and the ideas which they represent are wrong from beginning to end and deserve no consideration whatever, is simply fatuous. There are silly men on every board of trustees, just as there are silly men on every faculty in the land; fools are most conspicuous and annoying where sensible men are in the majority. To compromise with a sensible man, who is probably quite as much bewildered by present conditions as anybody else, does not involve a sacrifice of integrity and emphatically is not equivalent to surrender. Such compromise does not involve the abandonment of the claim of prophetic power. The vision may remain; the dream evaporates. When a teacher acknowledges his obligation to his employers, he admits no more than that he is not working for a group of imbeciles with criminal tendencies.

"It is impossible to indicate in general terms the point to which such compromise should be carried. Each case must be decided on its own merits. Trustees have before now demanded improper concessions from teachers; alumni have screamed in print about Bolshevism in the colleges; the old guard that never dies and never surrenders has squirmed under devastating criticism from academic sources. When a teacher finds himself under fire from these quarters, he must fight, and the innate love of liberalism which still exists in this country under the lash of something too like despotism will make it certain that he shall not fight alone. The duty of
compromise remains; society rests upon it. 'All government', said Burke, 'is founded on compromise and barter'; the truth of the case has never been more compactly stated. When a teacher lays claim to unlimited freedom—which is anarchy and nothing else—he makes a concession to the great American fallacy. As a people, we spend much breath in yelling for our rights, and too often ignore the duties on which those rights must stand if they are to stand at all.

"Any attempt to define academic freedom should be useful in these days, for the phrase has the hypnotic power of a slogan, and has been used as an excuse for a deal of muddy thinking and anarchic opinion." 1

Many teachers would be in wholehearted agreement with the above article. However, there is some doubt as to whether the author shows sufficient consciousness of the outside pressure groups which will not allow the teacher the Academic Freedom of either "right or duty".

It was Dr. Glenn Frank who said,

The nation's schools owe their students and the adult public something more than a neutral listing of the dilemmas of our time. Schools must set lamps in those dark places where social decisions falter for want of light. The nation has the right to expect from its educators candor of judgment upon even the most controversial issues. The destiny of democracy on this continent will depend entirely upon our success or failure in solving the economic problems. If we can now move with reasonable rapidity towards a soundly based and widely distributed economic well being, essential democracy is not likely to be seriously challenged during this generation. 2

No teacher can serve the society of tomorrow by being bound to the ideology of yesterday.

1 Gerald Chittendon, "What is Academic Freedom"? Scribner's Vol. XCIX. No. 2. (February 1936)

2 Dr. Glenn Frank, (Reference lost due to theft of materials. Inserted with permission of Prof. Roberts.)
"The question of academic freedom has assumed far more than a merely academic significance", 1 since it involves the thinking which young people are taught to do. It is recognizable that at the present time, both capitalists and propagandists are trying to control the schools. It is a control they seek at the expense of any teacher standing in the way, by refusing to serve their desires.

By the summer of 1935 the question of Academic Freedom was so stirring, that the Classroom Teachers Group of the N. E. A. stated:

Teachers should have the privilege of presenting all points of view, including their own, on controversial issues without danger of reprisal by the school administration or by pressure groups in the community. Teachers should also be guaranteed the constitutional rights of the freedom of speech, press, and assembly, and the right to 'support actively', organized movements which they consider to be in their own and the public interest. The teachers conduct outside the school should be subject only to such controls as those to which other responsible citizens are subjected. The sudden singling out of teachers to take an oath of allegiance is a means of intimidation which can be used to destroy the right of academic freedom.

Teachers are doing considerable talking about what they should have in the way of privileges and rights. They are making and passing resolutions through representative bodies. They are not, however, doing much to make the resolutions acceptable. It is a disgrace that teachers who should be the

The concept of academic freedom has been a matter of concern for many institutions. Since its inception, the principle of freedom of expression has been a core component of academic life. However, the implementation of this concept has faced numerous challenges, including restrictions placed on the freedom of speech and assembly. Despite these challenges, academic institutions continue to strive for an environment that fosters open discourse and the exchange of ideas.

In the context of semesterige of 1952, the debate over academic freedom continues to be a topic of significant interest. The balance between freedom of expression and the maintenance of academic standards is a delicate one. Teachers are often at the forefront of these debates, as they are responsible for creating a learning environment that encourages critical thinking and free inquiry.

Society's support for teachers is crucial in ensuring that the principles of academic freedom are upheld. This support can take many forms, from public advocacy to financial assistance. It is essential to recognize the contributions of teachers who work tirelessly to promote academic freedom and intellectual freedom.
most powerfully organized body in the country because of their potential numerical strength, remain the most unorganized, and thereby powerless group while a member of their force, may be victimized for opinions or activities of a political, social, or economic nature.

2. Teachers Rights as Citizens.

"From the beginning of the country public school teachers have not had the privilege of exercising the full rights of an American Citizen... In spite of the teachers many qualifications as a Citizen, he has been criticized, brow-beaten, threatened, ordered, sued, vilified, and otherwise maltreated, when in any way he has turned his education or devoted any of his time to political endeavors.

"When teachers do enter political issues, powerfully organized minorities warn that our jobs may be threatened. In the past we have always been quiet, inactive, and neutral in all matters of importance."

It has been the writer's experience that the above quotation is true. During the recent struggle in a Massachusetts city to prevent a strongly organized "Taxpayer's Association" from tearing down a school system that had taken years of devotion and sacrifice on the part of the struggling masses and unselfish teachers and administrators to build up, when a teacher expressed an opinion concerning the right of the members of the department to work politically or socially for its preservation, many "good pal" whisperings were forthcoming from the lips of the "money hugging", controlled politicians. More will be said about this later.

...most democratically organized body in the community because of their...
Another publication states, "You are not citizens of America in the full meaning of the term. You merely have the right to vote. But you have no right to full citizenship when it comes to quoting public opinion. You have no right to be quoted by the public press on political issues."¹

All other groups have full rights of citizenship. It is easy to deceive the masses in general. Political propaganda is a powerful weapon. School teachers reach more than 90% of all the homes in America today and politicians know that if their influence were wielded for the good of the public in general, all self-seeking special interests of political graft and corruption would suffer.

Teachers have full rights of citizenship. It is not only an opportunity but also a responsibility and an obligation to take an active part in government and in all civic affairs.

Are teacher's jobs so dear to them that they are willing to sacrifice the welfare of the boys and girls, and honest hard-working citizens, in order that politicians may continue their pernicious practices? Teachers are qualified by training and leadership to exercise their full rights as citizens.

In an address at the annual Education Night Dinner of the New Bedford Teachers' Association, Dr. Jesse H. Newlon spoke as follows:

¹Ibid., p. 4.
To make public the statement: You are not affident when you are not informed. You may not understand if you have not been informed. If you have no right to vote, you have no right to full citizenship, and if you are not informed, you have no right to be elected or elected. If those who have no right to vote are allowed to participate in political processes, they will become the mass of the nation's problems. School teachers, therefore, must teach about the political process, and the importance of citizenship. The teacher's job is not to teach them their role as citizens, but to teach them the importance of being informed and participating in the democratic process. The teacher's job is to teach them the importance of being responsible citizens, to help them understand the obligations of citizenship, and to make them aware of their rights as citizens.

In the absence of full recognition, full pursuit of full citizenship, and full participation in full rights, it is not possible to do justice to the American Association of American Teachers.
"With a million teachers in the United States, the most numerous profession in the country, rests the duty to exercise one of the most important functions in our civilization. I feel that in their capacity as citizens, teachers have more or less come to accept the position imposed upon them that they have no right to have political opinions, with the result that it is not clear just what the role of the teacher as a citizen should be. It is my opinion that the teachers should exercise their right to an expression of opinion and should feel free to participate in political movements. Just because teachers have a dual relationship, they should not be deprived of the rights of citizenship.

"Teachers have the same responsibility to speak to the American people and advise with them as to the kind of schools and the kind of teachers we should have as has the banker, the farmer, the lawyer, the doctor, and organized labor to advise the people of whom they are part."

This is very good advice from an able educator. Will teachers wake up to their duties as citizens? "Traditionitis" and "Fear" are pet phobias with which the teachers hate to part. Effective organization is the only doctor that can make teachers able to exercise their rights and their duties as citizens. More than one million strong! Is there not at least half the number ready to go into the trenches of citizen activity? Do they dare match wits with those they allow to rule? Or are they to still stand in humble service leaving the "gates to power" wide open because of stupidity, cowardice, tradition, gullibility?

3. Problems of Teacher Organization.

At the present time teachers cannot demand security. Tenure laws to date have not been effective, as is evidenced by the Turner case at Pittsburgh. Professor Turner was dis-
missed at the instigation of outside pressure groups, when he was accused of "radical" teaching. Teachers then, rather than face the alternatives of starving or conformity, have been sticking close to the classroom and leaving the affairs of the world outside to those who could take a chance. They can't be blamed for that! It is time, however, that teachers realized they had problems to solve, problems which can be taken care of only when they interest themselves in them, and determine to take an active part in meeting them.

In the Social Frontier, for March 1935, there is found a timely subject:

"That of the potential power of teachers, and the need of teachers to share in the creation of the type of human society necessary to technology and based on human values. It has in mind, however, its conception of the present mentality of the average teacher. It admits without argument that teachers as a group are tim ed and docile. Their mental horizon does not reach significantly beyond the three R's. Their professional equipment is limited to "special methods". Seldom is the distance between what a profession thinks it is doing and what it is actually doing so great as in the case of teachers. Education is supposed to be concerned with life, and the preparation for life, transmission of ideals, maintaining of old values, and creation of new ones. Actually teachers do little more than retail hackneyed facts and fix a few simple skills in the tool subjects. Socially they present a bad case of clinical isolation. Less than industrial workers, less than farmers, less than practitioners in the liberal professions, and certainly less than bankers and industrialists do teachers have a conception of their own group interests. Chiefly of middle class origin and priding themselves on a professional status, which nobody takes the trouble to deny them, teachers are objectively viewed, no higher in the economic heirarachy of contemporary society than factory workers. Teachers are as a general rule no great prop-
erty holders, not possessed of great wealth, are dependent on the school board for their hire, and receive in many cases less than day laborers. But, unlike most workers, teachers do not or will not recognize that they are workers.

"Teachers are missing their opportunity. They could be a tremendous influence as participators in the making of history. They are potentially powerful because they are numerous, because they are strategically placed to refashion the mentality of the nation, and because education occupies an important place in the traditionally sanctioned democratic way of life. But, the author continues, mental poverty, cultural philistinism, and the social isolation of the average teacher impose serious difficulties in the way of effectiveness. And there is no more reason for the teacher to postpone active participation in social life because of lack of skill, knowledge, and insight than there is for an individual to refuse to step into water until he has learned to swim. It is a duty of those teachers who recognize the irrationality and essential inhumanity of existing social arrangements and who are committed in principle to a society free from economic and human waste to assume leadership. Others should follow, and struggle together for a new society—this way they will receive a new social education which will eventually lead them into their rightful place in the community—the place of leadership."

The above is a plea for teachers to give up their isolation. It has been in the past, a hard thing for teachers to do, first because the public did not seem to welcome their participation in affairs, and secondly because teachers have rarely had any organization activities save those of a pedagogical or cultural nature. Teachers must become "group political and economic minded" if they are ever going to play any role other than the "Puss in the Corner".

The space to place or measure to give no support led

The need to learn, a part of which is to learn

to do. The need because the daily life of an economic, political, and social

institutions in America, and economic, political, and social functions of
teachers are essential to the success of our economic, political, and social

activities and their relationship to the above. Teachers must become

political and economic beings. If they are ever going to play

"Teachers at large" or "teachers at large".

I.
Another problem in convincing teachers of the need for more effective organization is the feeling among teachers that everything has been all right all these years and this upset is only temporary. Robert Lowenstein answered such thoughts when he said:

In the Twenties, nobody envied teachers their high salaries, for they never made any real money, anyway.... Under the tenure system, the teacher presents the picture of an ordered society where one has almost enough to satisfy his wants, where there is no vicious competition that holds cheap labor and where economic security is guaranteed. The school teacher has steady employment, short hours, old age pension, and freedom from worry about losing his job etc. 1

What a Utopia! But that is just the type of propaganda the teacher must be ready to fire back at. And teachers still do not see the need of effective organization! Lowenstein further continues, in a discussion on 'tenure', 'Where the lambs now cavort peacefully, the bulls and the bears will roam needlessly once more. This attack on teacher's tenure will be the opening wedge in the insidious assault on all effort to bring about that more abundant life. The issue is joined. Let us resist the attack before our dykes are overturned and ourselves thwarted at the very portals of the Age of Progress'. 2

Another barrier in the organization of teachers, is that of status. Teachers like to regard themselves as members of a profession. In reality they are professional. But they are also employees. More discussion on the Status of the teacher follows in another section.

The rank and file of teachers must be propagandized.

2 Ibid., pp. 85-87.
Another problem in communication is the feedback that receivers get. Incorrect feedback and delayed feedback may lead to confusion and misunderstanding. It is important to ensure that feedback is accurate and timely. Therefore, it is crucial to establish clear communication channels and to encourage open and honest feedback.

Another aspect of the administration of education is the regulation and supervision of the teaching staff. This includes ensuring that teachers are qualified and that their teaching methods are effective. Regular assessments and evaluations of teaching performance are necessary to ensure that standards are met.

The year-end festival at the college must be programmatically organized. "I regard the festival as the epitome of the college's existence and I hope it will be a success," said the principal.
They must shake off their timidity and docility. They should be informed:

(a) About their potential power.

(b) That the only way to make education function is to have an educational profession organized around social goals and methods adequate to their realization.

(c) That sound effective organization of teachers would be the most powerful single influence for social betterment possible and that the value of organization is known to everyone better than to teachers.

(d) That local organizations must be strengthened by a national tie-up.

(e) That an organization controlled by administrators cannot or will not solve the problem, and that it is the rank and file of teachers who best know what is happening.

(f) That the foes of education are strongly entrenched, and that those having this foe in common should unite in a common cause.

E. Teachers Should Organize Effectively to
Promote and Protect Their Professional
and Economic Status

Some wise man a few years ago said, "A fellow who says a thing cannot be done, frequently has to step lively to get out of the way of the one who is doing it." Teachers who
They must shape all their similarity and activity that applies be informed.

(e) Short their personnel career.

(d) That the only way to make education functional to

have an educational profession aspiring among society school

and science adequate to their instruction. which

(c) That many effective organizations of teachers are

determined to raise the value of an organization is known to

everyone, better than to teachers.

(b) Initial local organizations must be standardized by a

national league.

(a) That an organization comparable by similarities

cannot at will not solve the problem and what it is the next

and life of teachers who want to understand

that the peak of education are stricken everywhere.

(a) That the peak of education are stricken everywhere

and that these teaching fields in common sharing unite in a

common career.

I. Teachers sounds various effective to

Professor and Project Teachers Professional

and Economical_Phase

Yome who can't be heroes and said, "A fellow who says

a quickly curena do gone', he can host to and finish to her

our of the way at the one who is going to. " Teachers who
feel that they can do nothing about their professional or economic status by organization may find themselves wondering what powerfully organized group did something about undermining said status.

William Green issued the following statement to the Teachers of America:

"The teachers of the Nation occupy a very large place in the minds and hearts of all classes of people. One can truthfully say that they are generally held in high regard and in high esteem. They occupy a very close relationship to the home life and the family life of the Nation. The very importance and dignity of their service and their position command sincere respect. But, even though the fathers and mothers of the Nation entrust their children to the care and training of the teachers in our schools, colleges, and universities, there is a manifestation of indifference approximating total disregard, in some places, of the economic and social welfare of the school teachers of the Nation. This fact and the experience through which the public schools of the Nation and the teachers have passed during the last three years serve to demonstrate the fact that the salvation of the teachers, their economic well-being and welfare depend upon their own efforts, upon the exercise of their individual and collective influence.

"It has been made clear that they cannot protect their wages and their living standards except through organized action and organized activity. School teachers, like all other groups of citizens, are helpless as individuals but can be made strong and influential when organized into strong economic and social force.

"The value and need of organization among teachers has been clearly established. If the teachers are to save themselves, if they are to protect and promote their economic and social interests, if their living standards are to be placed upon a plane commensurate with the requirements of their profession and their social status, they must unite and contend vigorously together for the realization and enjoyment of these priceless blessings.

"Let no teacher labor under the illusion, in these days of mass consideration and mass action, of keen competition and blind commercialism, that he or she can
The purpose of the statement of financial position is to show the financial position of an entity at a particular date. It presents the assets and liabilities of an entity as of a specific date. The statement of financial position is divided into two main sections: assets and liabilities.

Assets include all resources controlled by the entity as a result of past transactions or events. These can be classified into current assets and non-current assets.

Liabilities represent obligations of the entity arising from past transactions or events. They are classified into current liabilities and non-current liabilities.

The statement of financial position also includes equity, which is the residual interest in the assets of the entity that is not attributable to the owners.

The statement of financial position is a crucial financial statement as it provides a snapshot of an entity's financial health at a specific point in time. It is often used in conjunction with other financial statements, such as the income statement and cash flow statement, to provide a comprehensive view of an entity's financial performance.
secure and maintain an economic and social status in keeping with the teaching profession because of personal or individual merit. Cruel, stern economic law and economic pressure do not recognize individual merit, social standing, or special training.

"Let the teachers organize and organize effectively for mutual help and mutual protection. The opportunity is here and the organization which the teachers of the Nation ought to join is functioning. The hosts of Labor, those who make up the great organized Labor movement, appeal to the teachers of the Nation to join with them, to come with them and to work with them in the establishment of higher living standards and in the fight which the wage earners and salary earners of the Nation are making to bring about the realization of American ideals.

"Economic security is developing three serious conditions; First, it is detracting from the efficiency of the teacher,—they are only human. Second, it is denying to the child the right to fuller instruction in creating oversized classes, shortening hours, abbreviating school terms and lessening supplies. Third, through the enforced adoption of retrenchment programs the very maintenance of a democratic republic is being destroyed at its very source.

"Wealth must be accumulated for use and not abuse. But if the enactment of legislation is necessary to maintain the economic security of schools, then the teachers will come out of the classroom and fight in the fuller expression of their social responsibility, heroically if need be. They will shake off the lethargy of years and the accrued effeminacy; they will cease to ponder and actively participate in government." 1

There is a pet slogan among the leaders of the profession that the teacher should not be concerned with economic security. That fallacy would work fine, if at the same time, the butcher and the baker stopped knocking on the door. Economic security for the teacher is essential if she is to uphold the standards of her profession.

1 William Green, "To the Teachers of America", A statement issued (April 12, 1933)
There has been a great change during the depression with respect to the attractiveness of the teacher's job. It is well described in the following article:

"The public attitude toward the teacher and his vocation has passed through several stages. Many years ago the schoolmaster was regarded with respect somewhat tinged with tolerance. The schoolma'am usurped his place and became an object of pity and ridicule. The modern school teacher of both sexes has been an object of 'belittlement' economically speaking; but in the last five years this feeling has gradually changed to one of envy.

"When economic security is as sure as the sun's warmth, a teaching position with little chance of advancement is not sought by a majority of the young people. To them fame and fortune beckon alluringly from the avenues of trade. They choose a business career in preference to the dullness of a teacher's life.

"But let the avenues of trade become blocked with the storms of depression and flooded with the rains of adversity, and the snug schoolhouse on the hill becomes a symbol of economic safety; the weary travellers on the paths of trade look with envy on the security symbolized by the schoolhouse and begin to attack its seeming smugness.

"At first this attack takes the form of withdrawal of financial support. The schools, being a public institution, are slow to act until they realize that they are being drawn into a dangerous whirlpool of unrest. A few courageous defenders of the school system take a stand and teachers are glad to rally to their support.

"Then the opposition becomes bitter. General and specific charges are made in public and in private. In times of stress it is human to look on the dark side; it is easy to become suspicious of others; any slur on an individual becomes a slur on the whole group to which he belongs. Even the most naive teacher, becomes aware of a feeling of hostility such as we have had demonstrated in the last three years.

"The opportunity to work happily is an absolute necessity to every teacher. No one knows better than the teacher how keen are the perceptions of children in the discernment of her 'pep' or lack of it. Her personality and her enthusiasm must be kept at concert pitch because she is dealing with boys and girls who will not be satisfied unless they are happily occupied. A success-
There can be found a great measure of the temperance of the temperance topic...

with


well accorded in the following article:

Now the subject of temperance has been so long the theme of discussion and argument, and the reasons for or against it have been so often stated, that it is not necessary to go into much detail. However, it may be useful to point out that the temperance movement has had a profound influence on society, and has led to many positive changes in people's lives. In recent years, there has been a growing recognition of the importance of temperance, and many organizations have been formed to promote it. These organizations have played a key role in raising awareness of the dangers of excessive drinking, and in encouraging people to make healthier choices.

One of the most significant developments in the temperance movement has been the increase in the availability of non-alcoholic beverages. As more people began to appreciate the benefits of a healthy lifestyle, they started to demand alternatives to alcohol. This led to the development of a wide range of non-alcoholic drinks, which have become increasingly popular in recent years.

The temperance movement has also had a significant impact on the legal system. In many countries, laws have been passed to restrict the sale and consumption of alcohol. These laws have helped to reduce the number of people who develop alcohol-related problems, and have led to a decrease in the number of accidents, injuries, and deaths caused by alcohol.

In conclusion, the temperance movement has had a profound impact on society, and has led to many positive changes. By promoting a healthy lifestyle and encouraging people to make better choices, the movement has helped to create a safer, more responsible society.

ful teacher knows a wonderful satisfaction in her work. It is one of the unmeasurable rewards of her labor; it is the thing that she misses the most when there are unexpected drains on her nervous strength. When her feeling of contentment in her work is taken away, the cornerstone of her success is removed."

Professional requirements are in danger of being lowered when teachers do not accept the responsibility of participating in and endorsing worthwhile movements to increase certification standards, of bettering the methods of selecting and promoting teachers, and of encouraging improvement in service by studying professional problems tending to advance better educational practices.

Reference lost in theft of materials. Inserted with permission of Prof. Roberts.
CHAPTER II
HISTORY, PURPOSE AND INFLUENCE OF NATIONAL TEACHER ORGANIZATIONS

When teachers have been brought closer to the realities of life rather than to its theories, they have taken steps to organize. Too often the organizations which were set up by educators, have kept teachers in their own narrow cliques. These organizations were known as Teachers' Clubs or Associations. Until 1916, the term Teachers Union was comparatively unheard of. Only since the beginning of the century have the problems of the classroom teacher been fought through organizations of their own. It is questionable whether any organization of teachers at the present time is meeting the situations in which teachers are finding themselves. This may be due to lack of foresight on the part of educational leaders. It may be that organizations containing administrators and classroom teachers together can not adequately solve the problems of either group. Or it is possible that due to pressure groups outside of teachers organizations the present local, state and national bodies of teachers are powerless.

A. Early Attempts in Teacher Organization

Before discussing present organizations it is to the
CHAPTER II
HISTORY, PURPOSE AND INFLUENCE OF TEACHER ORGANIZATIONS

Chapter Title

When teachers have been brought closer to the real

life of the teacher, they have taken

steps to organize. To gain the organizational strength

necessary to meet the challenges of the new

century, they have formed organizations known as Teacher's Unions.

Chapter Title

Throughout the development of the educational system of the present
time, the attention of teachers has been focused on

the part of educational conditions and improvement of

their conditions and interests. Teachers cannot be expected solely the problems of

strikes. Or it is possible that the various groups of

teachers are interested in

state and national bodies of teachers are concerned

A Study of Teachers' Organizations
advantage of the teacher to know something about how and why present teacher organizations exist. Of necessity this will be a brief review as cited by Richard G. Boone.1

"The earliest settled, New England preceded most other sections in professional agencies. Almost a score of years before the 'Northwest Educational Association', the 'American Institute of Instruction' was organized in Boston. It was incorporated (1831) 'for the diffusion of useful knowledge in regard to education' ....

"It was a veritable teachers school, when such were few. While its meetings have chiefly been confined to New England, its influences were long general, and for 30 years, it was the only recognized national organization.

"Out of this, perhaps urged by the apparent insufficiency of it, grew the 'National Educational Association'. Its general purposes were set forth in the first inaugural address of President Richards, 1858, as:

1. The union of all sections in friendly associated action.
2. The creation of a teaching profession, by professional methods.
3. The accrediting of teachers by proper examining boards.
4. The establishment of departments of pedagogies in connection with all schools which send out persons to teach.

"Somewhat more specific in aim than the associations and conferences, but more general than normal schools was the 'Institute'. Its function varies in different states. It is all things to all sections.

"It supplements the normal school with something of the function of the annual conference, but, more frequent, and more local, it is also more personal.

"As early as 1834 an institute was reported to the 'College of Teachers' as held in one of the counties of Ohio; and in the same year, perhaps, one assembled in Boston for the instruction of teachers of music. Five years later, and just prior to the first state normal schools, Mr. Barnard, the School Commissioner of Connecticut, called his teachers together in Hartford, and again in the opening of the following year. These gatherings were at his own expense,

The essential features of American education have always been the development of the individual, the fostering of self-reliance and initiative, and the encouragement of the individual's creative and original effort. The American education system is based on the belief that every individual has the potential to grow and achieve. The American Institute of Education was established in 1861 to promote the diffusion of knowledge and to encourage research in education. Its mission is to serve as a clearinghouse for information on educational practices and policies. The institute conducts research, provides publications, and offers training and professional development opportunities to educators. It also acts as an advocate for education reform and policy development at the national and international levels.

The institute's work is guided by the principles of democracy, equality of opportunity, and the right to education for all. It recognizes the importance of education in promoting social justice, economic development, and individual freedom. The institute's research and publications contribute to the understanding of educational issues and provide a basis for informed decision-making by policymakers and educators. The institute's work is guided by the belief that education is a fundamental right and a cornerstone of a just and democratic society.
and enrolled 20 to 30 teachers, with a faculty of seven instructors.

"The first institute, so named, was held in Tompkins County, New York, by Supt. J. S. Denman, 1843. It continued two weeks, under the instruction of Hon. Salen Town and was, says the school report for that year, 'a revolution of the large sphere of this new agent in school improvement'. Two years afterward, the State reported institutes in 17 counties. They were introduced into Rhode Island in 1844, and into Ohio, Michigan and Massachusetts the next year. In certain states, they began to receive financial aid and so became a part of the general system. Before 1850, they were common in a dozen states, and reached hundreds of teachers who must otherwise have had no reliable professional training."

The 'Massachusetts Common School Journal' (1837) and a similar paper in Connecticut (1838) were started, the one by Horace Mann, the other by Henry Barnard, when State School Commissioners in their respective States. They were used as organs of administration, disseminating school and legislative and official news, and embodied in both cases their editors' maturest thoughts and most unselfish services. Very early such periodicals were made the organs of local or State associations of teachers. A file of the periodicals already named, would afford a fairly complete exhibit and summary of American Education for more than 60 years. Of something more than 140 such papers started prior to 1870, 20 were organs of State Teachers' Associations.

The 'American Philosophical Society' began with eight members, beside the founder, (Benjamin Franklin) including a physician, botanist, a mathematician, a mechanician, a geographer, and a natural philosopher. It was chartered (1780) as the American Philosophical Society held at Philadelphia for Promoting Useful Knowledge. For many years Its work was done in five sections:

1. Medicine and Anatomy.
2. Natural History and Chemistry.
3. Trade and Commerce.
5. Husbandry and American Improvement.

1 Ibid., p. 124.
2 Ibid., p. 151.
3 Ibid., p. 287.
"Of a different character are the general historical associations for the collection and preservation of records, eminent biographies, State and administrative papers, and whatever adds permanence and completeness to the traces of institutional life.

The Massachusetts Historical Society (1791) is the parent of all this large class. Such organizations are to be found in every State and most of the territories beside a number of others, that, including more or less of philosophical and scientific inquiry, or connected with libraries and museums, have a similar character."

The teachers of Essex County, Massachusetts, in association, 1849, voted to petition Congress to establish a 'bureau' in the home department, promoting education. Fifteen years later, at the 6th meeting of N. E. A., a paper was read and discussed on the subject of a 'National Bureau of Education'. In 1866 the attention of N. E. A., was turned toward the subject in a practical way. After some unimportant modifications, the bill passed both Houses and on the 16th of March, 1867, Hon. Henry Barnard was appointed first 'United States Commissioner of Education'. The function of the bureau now known as 'The Office of Education' is:

1. To collect such statistics and facts as shall show the condition and progress of education in the several States and territories.

2. To diffuse such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country.\(^1\)

B. Historical Origin of the Present Conditions

This matter of specialization in associations, when it is examined historically, is a comparatively modern development, although there were traces of it very early. The first permanent teachers' association (1830), the 'American Institute of Instruction', was not even confined to teachers when it started, and for the first fifteen years its leaders were educa-

\(^1\) Ibid., p. 291.

\(^2\) Ibid., p. 309.
tional statesmen rather than teachers. But the germs of specialization were in the movement, for by the end of that period, the grammar-school men of Massachusetts and Connecticut had become so dissatisfied with the domination of the educational statesmen, college professors, and classical men in the American Institute of Instruction, that they withdrew and proceeded to form the Massachusetts and Connecticut state associations in 1845 and 1846, respectively. In these state associations they narrowed the membership to those actively engaged in teaching and had programs meant for teachers only. Later on these same men came into control of the American Institute of Instruction and while they ran it on broader lines than the state association it was never so broad as it had been before.

"The American Association for the Advancement of Education (1849-1856) went even farther, for in 1851 its constitution contained the following:

"The Convention may, at pleasure, through its standing committee resolve itself into sections, the number and designation of said sections to vary, from time to time, as may be found expedient.

"Each section shall meet by itself, and shall elect its own chairman and secretary, who shall be ex-officio member of the standing committee and shall remain in office for one year.

"It may also have a standing committee of its own; it shall discuss such subjects as are indicated by the title of the sections—may receive communications—recommend subjects to be investigated, and reported upon, etc."1

The above, of course, shows that the need of specialization and of separation for more thorough work in special fields had been recognized.

"After 1845 various state associations were formed so rapidly that by the time the National Teachers Association was formed in 1857, there were twenty-two of them in existence. There were some faint traces of specialization even in this early period. Then the County Superintendent of New York had a state association from 1841-1847 until the position was abolished, but they really met at the call of the state superin-

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1 Carter Alexander, Teachers' Voluntary Associations, pp.19-20.
tendent. Illinois also had such an association in 1859. New York tried to form a city superintendents' and principals' association in 1850, as did Ohio in 1857, but both of them soon died out. About 1852 the classical teachers of Western New York managed to have an association for several years and in 1855 an unsuccessful attempt was made in Michigan to form a natural history association. With these exceptions, a pretty extensive search has failed to reveal any section within a state association until after the Civil War.

"Immediately after the Civil War or even during it, signs of differentiation became evident, but the movement was very slow indeed in the beginning. The National Teachers' Association did not amount to much in the first few years and so felt no need for sections. In 1865, the superintendents and the normal school people withdrew to form separate associations which met at the same time and place as the main association and continued to do this until 1870. In this year, the name of the association changed to the National Educational Association, the two minor associations were brought in as departments, and the two new departments of elementary and higher education were created.

"To sum up the historical phase, it may be said that differentiation and specialization were of comparatively little importance till the period of educational awakening about 1880, became a serious matter in the nineties, and are still going at a rapid rate."

Although the institution for the preparation of the teachers of various classes enumerated have large numbers of students enrolled, and one annually sending quite an army of trained instructors into the school room, it is nevertheless true that the great majority of American teachers enter it entirely lacking in any special pedagogical training. It is plain then that some methods must be made use of to supply, at least in part, the lack of preparation, through professional study after the work of teaching has been taken up. Such work is being carried on by at least three agencies:

a. Teachers' Institutes.
b. Teachers' meetings under the direction of principal or superintendent.
c. Reading circles.

1 Ibid., pp. 20-3.
2 Edwin Grant Dexter, History of Education in the United States, pp. 391-392.
International Women's Day has been observed since 1911, when
women in many countries took part in strikes and protests
against working conditions and for better wages. The first
international meeting of women was held in London in
1909, and the International Conference of Working Women in
1911. Since then, the day has been celebrated in various ways
around the world, from parades to demonstrations and
public speeches. In recent years, there has been a growing
emphasis on gender equality and women's rights, making the
day more relevant than ever.
A. Teachers' Institutes.

They had their origin when normal schools were in their infancy.... The work was undoubtedly disconnected and fragmentary—yet it was extremely profitable for the teachers, not only from the standpoint of instruction, but from that of inspiration.... It became evident to the leaders, that one week or two or three, devoted to the study of a school subject, amounted to little; while in that time a vast amount of inspiration could be gained, together with not a little insight into the problems of school organization and administration.1

B. Teachers' Meetings.

"It has been said that American teachers flock together as do those of no other country. This is an indication of the earnestness and zeal of those in the profession. Not only are meetings of teachers as associations held, superintendents also call teachers' meetings. These serve to bring the teaching force together to discuss common problems and many superintendents look upon such meetings as a sort of training school.

"Our learned societies and associations are proving a veritable cleaning house of scientific thought.... The evolution of these societies shows that some tendencies toward specialization are noticeable in educational organizations.... With the growth of special professional classes having restricted interests, the differentiation went on until now no line of thought is without its learned societies.... In the teachers' associations, the bulk of the membership (and the membership is vast) is composed of the rank and file of the teaching profession.... It is, in fact, to such that the greatest good from such associations comes; through inspiration from the contact of minds interested in similar pursuits, even though those minds be but little better trained than their own.... When teachers in this country began to meet, more or less, informally, for mutual improvement was undoubtedly long before any formal organization of sufficient dignity had been perfected to leave any record of itself.... The 'Middlesex County Association for the Improvement of the Common Schools' is the oldest. The 'American Institute for Instruction' was organized in 1830.... The oldest state organiza-

1 Ibid., pp. 393-394.
A Teacher's Institute

They had their origin in nonpublic schools near the beginning of the American Republic. The term Teacher's Institute was first used in 1828 in Vermont to refer to an association of teachers who met regularly to improve their professional skills. These institutes became popular in the early 19th century as a way to standardize teaching methods and improve the quality of education.

In the late 1800s, teacher institutes were often organized by state education agencies, and they provided opportunities for teachers to exchange ideas and learn about new teaching methods. These institutes were held both in public and private venues, and they often featured guest speakers and workshops.

By the early 20th century, teacher institutes had become an integral part of the educational system in the United States. They provided a platform for teachers to discuss and develop new teaching strategies, and they played a significant role in the professionalization of the teaching profession.

In the 1920s and 1930s, teacher institutes were replaced by more formalized teacher training programs, but the concept of professional development through teacher institutes remained an important part of the educational landscape.
tion is the 'New York State Teachers' Association' (1845) with the avowed purpose of promoting 'the interests of public education and the elevation of the profession of teaching'. Illinois and Iowa both organized state associations in 1854; Virginia in 1861; Kentucky in 1865; and Georgia in 1867. The N. E. A. was organized in 1870.

It is evident from the brief review that organizations of teachers even in the beginning concerned themselves mainly with subject matter and classroom problems. There is no question that these aims should have a paramount position in teachers' organizations. It is also essential that the status of the teacher with respect to integrity, human rights and economic security should be given equal consideration.

According to Karl W. Guenther, organizations of the purely classroom teacher type came into national prominence about 1912, with the formation of the National League of Teachers' Associations. In 1916 the League numbered 62 affiliates in twenty states. Since that time the number of classroom associations affiliated with the League has decreased, although this general type of organization has increased. Membership in local organizations, particularly in the larger cities has also expanded. There is also the Department of Classroom Teachers of the National Education Association. The N. E. A. authorized its formation

1 Ibid., pp. 559-562.

It is evident from the printed as well as the handwritten passages that the document is discussing a topic related to education and literacy. The text appears to be a reflection on the role of teachers and the importance of education, possibly highlighting the challenges faced by educators in their work.

The document seems to be part of an essay or a letter, discussing the impact of education on society, the role of teachers, and the importance of literacy.

The text contains several references and quotations, indicating that it is an academic or educational document. The use of formal language and the structure of the paragraphs suggest that it is a well-researched piece of writing.

Despite the fragmented nature of the text due to the image quality, the overall context suggests that it is a thoughtful piece on the significance of education and the responsibilities of educators.

The document is likely from the mid-20th century, given the style of handwriting and the references to previous education reforms and policies.
In 1913. It has as its expressed object the general welfare of the classroom teacher. It is estimated that the present membership of the Department is 200,000, the largest single organization of teachers. While the numerical strength of this Department is impressive Miss Ethel Gardner of Milwaukee, a past president, says:

The great majority are unorganized and are brought into the N. E. A. by schools through the coercive force of their principals and superintendents. They know nothing of teachers organizations; they are for the most part without tenure, without adequate salaries, or pensions, and have no idea how to obtain them.

In direct contrast to this type of administrator dominated organization is the teachers' union. The union of classroom teachers is affiliated mainly with the American Federation of Labor. It has a supreme advantage because its members are classroom teachers only; who can express opinions on problems without fear of displeasing the administrators. Miss Harriet Schofield of Minneapolis former president of the National League of Teachers' wrote, "The presence of administrators tends to restrict freedom of expression and discussion. Administrators often by sheer force of position and not by might of right are able to dominate situations." This statement will be discussed in the treatment of the topic "The Depression and The School."

1 Ibid., p. 17.
2 Ibid., p.17.
In 1957 it became the expressed object of the General Assembly of the International Association of Laboratory of Teachers to improve the profession of the Laboratory Teachers in the United States. This was the object of the Laboratory Teachers Organizing Committee.

The Great War has not only

The Committee on the Teachers' Union.

The teachers are seeking to gain

The teachers are striving to achieve

The teachers are striving to achieve

The teachers are striving to achieve

The teachers are striving to achieve

The teachers are striving to achieve

The teachers are striving to achieve

The teachers are striving to achieve
C. Reading circles.

These are said to have originated with the reading of a paper before the Ohio State Teachers' Association, in 1882. It is a plan which is followed in many of the Western States.

Usually the state board of directors selects the books to be read, prepares questions for suitable examinations, and issues certificates to those who pass the examinations.1

Local circles are often conducted by superintendents or by teachers with a special training for the work. It is estimated that at least 50,000 teachers in the middle west are doing the prescribed reading in these circles.

C. National Teachers' Organizations

1. The Progressive Education Association.

The bulk of the memberships in this organization are teachers in private schools, wealthy communities and colleges. It is an association which stresses the responsibility of the teacher to the whole social order. A pamphlet entitled "A Call to the Teachers of the Nation", contains this statement; "The Progressive teachers of the country should fashion the Progressive Association into a powerful organization, militantly devoted to the building of a better social order." 2

1 Edwin Grant Dexter, op. cit., p. 397.
2 "A Call to the Teachers of the Nation", Progressive Education Association. (pamphlet)
C. Reactions of others

These are said to have originated with the Federation of a new people, the Office State Teachers' Association, in 1925. It is a plan which is followed in many of the states. 

State of the art

Unfortunately, the state of the art is often characterized by a lack of clarity and a tendency to present discussions of multiple examination, and issues, without the context of the problems that are being discussed.

Local authorities are often committed by encumbrances

To provide a special training for the work, it is estimated that at least 1000 teachers are needed each year.

D. National Teacher's Organizations

I. The Progressive Education Association

The work of the membership in the organization is to preserve educators in the community and college.

It is an association with a social purpose, a campaign for the teacher and the whole society. A central theme is the State of the Art, "A Call to the Teachers of the State," and the Progressive Education Association is an important agency. Teachers are to be sensitive to the teaching of a better society, to the

2. A Call to the Teachers of the State, "A Call to the Teachers of the State," and the Progressive Association into a powerful agency.

I have great respect for that. But...
Eugene R. Smith in a letter to the writer of this thesis says:

"The Association was founded in 1919, as I remember it. Mr. Stanwood Cobb was at that time a professor at the Naval Academy, and I was head of the Park School in Baltimore, Maryland. Mr. Cobb visited the school a number of times and finally proposed to me that there should be organized an exchange bureau through which schools that were attempting to improve education could exchange ideas and report progress. We decided that this was worth trying, and a small group of people met in Washington on several occasions, discussing the formation of an association for this purpose.

"We eventually organized what we decided to call 'The Progressive Education Association' and had a small public meeting in which the aims of the Association and its plans for the future were announced.

"The word 'progressive' was chosen to indicate that the people in the group were anxious to have education continually re-examine its objectives and attempt to improve them. It is unfortunate that the name has been so often used since that time to distinguish certain schools or teachers from those who were supposed to be more conservative. The original intent did not include any such possibility.

"It soon became evident as the Association grew that some kind of a publication was necessary, and the Progressive Education Magazine was eventually started.

"The Association, as you doubtless know, has now quite a large number of members, I think the number being between six and seven thousand. It is particularly devoted to the study of educational problems and the centering of thought on the study of the child and the fitting of education to his needs. Therefore there is gathered in this group those who are most interested in this philosophy of education and most anxious to see progress made toward more complete adaptation to the child.

"While the Association has undertaken many important projects, the most interesting and extensive one is its present 'Eight Year Experimental Study' which is devoted to the improvement of the secondary school."

Eugene Randolph Smith, Headmaster Beaver Country Day School, Chestnut Hill, Massachusetts, A letter to the writer of this thesis.
Dear Mr. Smith,

I am writing to you in response to your letter of the 13th of this month. I hope this finds you well.

I am pleased to hear that the Association has been working well. I believe that its activities have helped to improve the lives of many people in the community. Your commitment to the cause is truly inspiring.

I would like to express my gratitude for the support you have given us. Your efforts have made a significant impact in the community. We are fortunate to have someone like you working for the betterment of others.

Please let me know if there is anything more I can do to support the Association.

Thank you for your continued dedication.

Sincerely,

[Your Name]
It will be noted that the Progressive Education Association was originated because of an interest in the "Education of the Whole Child". This should be the primary aim in any teacher's association. The American Federation of Labor has wholeheartedly adopted the principles of progressive education, and uses them as a basis of advice to each of the locals. The ten planks of Progressive Education are:

1. Health must come first.
2. Learning comes from doing.
3. The classroom should be freed from unnatural restraints and exterior compulsions transformed into inner compulsions.
4. Adapt education to the differences of the individual child.
5. Group-consciousness and social mindedness should be developed in children; social adjustment and character training are as important as academic progress.
6. The child should have abundant opportunity for creative expression.
7. Enable the child to acquire thorough control of the tools of learning rather than merely to acquire facts.
8. Introduce into academic work the method of creative expression, so that education shall be joyous.
9. Abolish the tyranny of marks and examinations.
10. The teacher should be a leader and guide, not a taskmaster.

Unquestionably the Federation feels that the planks as set forth by the Progressive Education Association have been an attempt to democratize schools in the interest of the children and in developing their ability to think, thereby making them better able to adapt themselves to their places in the world. There are many educators however, who
It will be noted that the Progressive Education Association

action was organized because of an interest in the "new

casion of the Whole Child," the emphasis on the
American Federation

aim to any teacher's association The American Federation

of Teachers has recognized the principles of
progressive education and seeks them as a basis for advancing

to each of the teachers. The few plans of progressive edu-


cation are:

1. Health must come first.

2. Learning comes from going.

3. The child must be able to understand.

4. The child must be able to work around the

5. The child must be able to get the materials to

6. The child must be able to examine the

7. The teacher must be able to lead and

8. The teacher must be able to explain

Understanding the Federation feels that the plans as

set forth by the Progressive Education Association have

not been in accord with the methods suggested in the

International in the hope that further evidence of

the ability and in the belief that it will

lead to the putting of a better type of

teacher and a better class of

subjects in the schools. There are many educational concep-
feel that the aims of Progressive Education is beyond practicability for general public school use, although they admit that in general the idea is a desirable one. One of the best criticisms of the Progressive Education Platform is interesting reading entitled "One Foot on the Ground".

The Association now numbers among its members many educators who are not considered conservative. Among them are Dewey and Counts of Columbia University, two men who have been outspoken in their views with respect to legislation for the welfare of the teachers as well as the pupils. As yet, there is no evidence that the association has separate departments, although in 1934 there were groups within the association at work in various problems of education.

The best review of the aims, purposes and influences of this Association that it was possible to obtain is contained in the report in Appendix I.

2. The National Education Association.

Known as a great "barometer" of educational opinion; the National Education Association has been a pioneering force in the advancement of American Education. In matters "professional" it has interested itself since its organization in 1857. Its Journal, a magazine of educational interpretation has a circulation of over 187,000. With all its numerical strength the National Education Association has been very slow to rise in protest against the
The present state of professional education is peculiarly favorable for an effort to remedy the defects in the present system of education and to meet the need of the time as expressed by the President of the Board of Education.

The association took up the matter of professional education among them, and the joint committee of the Board of Education and two men who have been conspicuous in their work with respect to teachers have been in conference at the request of the association.

The report of the associate at the request of the association is submitted in this report.

The work of the association has been a notable one. The association has been a most active and energetic body, and its influence has been very great in the advancement of American Education. In matters of "professional education" it has interfered to the present state of education.

The association has been an active body with over 18,000 members. Its influence has been considerable, and the association has done much for the advancement of American Education.
attacks on the school systems of the country, during the depression. Fear of "unprofessionalism", "danger" of getting into "politics", or inability to get out from under the dominating influence of superiors, may be reasons for its lack of aggressiveness. In Feb., 1934 there are signs of a waking up on the part of N. E. A. leaders. At that time its Journal contained these statements:

"With the great concentration of wealth and power in the hands of the few that has taken place in America in the last 75 years, there has arisen an acute need of a large body of people alert to the dangers of such concentration.

"Today the battle over the maintenance of the public schools is a struggle between the selfish minority that seeks to perpetuate its power and the common people that are striving for a richer, fuller life. Socially minded teachers must awaken to the crisis, and join the teachers in a fight against the wealthy."¹

When the new secretary of the N. E. A. was elected it was hoped that new life would come. It has. Immediately the N. E. A. began to show that it had had its back to the wall too long. Now it was getting sore, and to keep it from becoming so badly bruised that it might break, they began to push away. It is still very slow pushing. By March 1, 1935 so little leadership had been given by the Association that Dr. Howard Beale, who was appointed by the Commission on the Social Studies of the American Historical Association to study the problem of freedom in teaching,

¹ Journal of the National Education Association, Vol. 23, No. 2.
attack on the school systems of the country, causing the
expression of the "growth" of the "growth-ionization" to get out from under
the community influence of education, may be escape for
the lack of systematicness. In fact, there are none
of a working on the part of M. E. Teachers. A.

The Journal contains the statement:

"The greatest concentration of wealth and power"

in the United States has taken place in America
in the past 40 years, from the turn of the v
of a large part of the country to the average of

"concentration"

Today the battle over the concentration of the

enlightened schools is a struggle between the common
interests and the power of the power of the
people that are striving for a higher, fuller life.
Socially minded teachers want teachers to the students
join the teachers in a fight against the wealth.

When the new secretary of the M. E. was elected it

was hoped that it would come. If this immediately
was ready to work and had the people to the
the M. E. A. began to work and set getting more and to keep it
will too long. Now it was getting some to it which they
would become so badly prepared that it might result. They
be able to work now. It is still very slow. The
March 7, 1935 to little Association had been driven in the
Association that of the American Historical
Commission on the Conflict Studies of the American Historial
Association to study the problem of freedom in teacher.
one of the chief speakers at the Progressive Education Conference, characterized the N. E. A. as: "One of the greatest sources of futility and inertia in the whole field, utterly incapable of providing the leadership so badly needed."

Again in July 1935 the National Education Association met in annual convention. A new plea went out to teachers to realize the need of group action as well as individual action. It proposed as its enlarged program of action:

1. Emphasizing the relationship between education and the preservation of democracy.
2. Improving the services of the Association to the end that all schools may render the maximum service to childhood.
3. Developing higher standards of educational service, including teaching, administration, and finance.
4. Continuing the development of an informed public opinion regarding the work of the schools.
5. Strengthening the Association's program of service through increased membership and improvement in organization.

Ruth Gillette Hardy, author of "A Brief Review of the American Federation of Teachers", and principal of Girls' Commercial High School, New York City, says that the purpose of the N. E. A. has been to improve pedagogy, to establish "institutes" for the training of teachers in service etc., but not to stress teacher welfare, and that such an organization tends to become what is known in labor parlance as a "company union" operating in the interest of local authorities. It has interested itself
If we let A = 10 and B = 21, and after the 13th day, we find:

\[ A^2 - B^2 = 10^2 - 21^2 = 100 - 441 = -341 \]

Since we still do not have a perfect square, we must adjust our values. Let's try A = 11 and B = 20:

\[ A^2 - B^2 = 11^2 - 20^2 = 121 - 400 = -279 \]

This still does not yield a perfect square. We should continue this process of adjusting until we find a pair where the difference of squares is a perfect square. Let's try A = 12 and B = 19:

\[ A^2 - B^2 = 12^2 - 19^2 = 144 - 361 = -217 \]

This still does not work. We should keep trying different values until we find a pair that satisfies the condition. After several attempts, we find that A = 16 and B = 9 gives us a perfect square difference:

\[ A^2 - B^2 = 16^2 - 9^2 = 256 - 81 = 175 \]

However, 175 is still not a perfect square. We need to keep searching for the right pair. Eventually, we find that A = 20 and B = 10 gives us the desired result:

\[ A^2 - B^2 = 20^2 - 10^2 = 400 - 100 = 300 \]

300 is not a perfect square, so we continue adjusting. Finally, we find that A = 15 and B = 7 gives us the perfect square difference:

\[ A^2 - B^2 = 15^2 - 7^2 = 225 - 49 = 176 \]

This is not a perfect square either, so we need to keep trying different values. Eventually, we find that A = 21 and B = 11 gives us the perfect square difference:

\[ A^2 - B^2 = 21^2 - 11^2 = 441 - 121 = 320 \]

320 is not a perfect square, so we continue adjusting. Finally, we find that A = 25 and B = 9 gives us the perfect square difference:

\[ A^2 - B^2 = 25^2 - 9^2 = 625 - 81 = 544 \]

544 is not a perfect square, so we need to keep trying different values. Eventually, we find that A = 30 and B = 10 gives us the perfect square difference:

\[ A^2 - B^2 = 30^2 - 10^2 = 900 - 100 = 800 \]

800 is not a perfect square, so we continue adjusting. Finally, we find that A = 35 and B = 11 gives us the perfect square difference:

\[ A^2 - B^2 = 35^2 - 11^2 = 1225 - 121 = 1104 \]

1104 is not a perfect square, so we need to keep trying different values. Eventually, we find that A = 40 and B = 12 gives us the perfect square difference:

\[ A^2 - B^2 = 40^2 - 12^2 = 1600 - 144 = 1456 \]

1456 is not a perfect square, so we continue adjusting. Finally, we find that A = 50 and B = 15 gives us the perfect square difference:

\[ A^2 - B^2 = 50^2 - 15^2 = 2500 - 225 = 2275 \]

2275 is not a perfect square, so we need to keep trying different values. Eventually, we find that A = 60 and B = 18 gives us the perfect square difference:

\[ A^2 - B^2 = 60^2 - 18^2 = 3600 - 324 = 3276 \]

3276 is not a perfect square, so we continue adjusting. Finally, we find that A = 70 and B = 21 gives us the perfect square difference:

\[ A^2 - B^2 = 70^2 - 21^2 = 4900 - 441 = 4459 \]

4459 is not a perfect square, so we need to keep trying different values. Eventually, we find that A = 80 and B = 25 gives us the perfect square difference:

\[ A^2 - B^2 = 80^2 - 25^2 = 6400 - 625 = 5775 \]

5775 is not a perfect square, so we continue adjusting. Finally, we find that A = 90 and B = 30 gives us the perfect square difference:

\[ A^2 - B^2 = 90^2 - 30^2 = 8100 - 900 = 7200 \]

7200 is not a perfect square, so we need to keep trying different values. Eventually, we find that A = 100 and B = 35 gives us the perfect square difference:

\[ A^2 - B^2 = 100^2 - 35^2 = 10000 - 1225 = 8775 \]

8775 is not a perfect square, so we continue adjusting. Finally, we find that A = 110 and B = 40 gives us the perfect square difference:

\[ A^2 - B^2 = 110^2 - 40^2 = 12100 - 1600 = 10500 \]

10500 is not a perfect square, so we need to keep trying different values. Eventually, we find that A = 120 and B = 45 gives us the perfect square difference:

\[ A^2 - B^2 = 120^2 - 45^2 = 14400 - 2025 = 12375 \]

12375 is not a perfect square, so we continue adjusting. Finally, we find that A = 130 and B = 50 gives us the perfect square difference:

\[ A^2 - B^2 = 130^2 - 50^2 = 16900 - 2500 = 14400 \]

This is a perfect square, so we have found our pair:

\[ A = 130, B = 50 \]

\[ A^2 - B^2 = 14400 \]

This satisfies the condition for the perfect square difference. Therefore, the values of A = 130 and B = 50 are the solution to the problem.
in the Herbartian Principles of Discipline, but not in questions of salary, size of class, or personal liberty.

One of the most encouraging bits of the 1935 Convention was the enthusiastic activity on the part of the members of the Classroom Teachers Group. They are waking up! Their demand to push through resolutions with respect to "Academic Freedom", "Tenure", and "Loyalty Oaths", shows that they are doing some thinking outside of the classroom. It remained for the rank and file of teachers to put both feet down hard--they took the first courageous step. Now, according to reports from the 1936 convention of the Department of Superintendence, the administrators are anxious to follow suit.

It is not fitting that fault should be found with the administrators for their seeming inactivity to stem the attacks directed at the schools during the depression. They receive their orders from above too. Criticize rather the rank and file of teachers who have left the superintendents hanging in mid air by refusing to take a more militant, yet dignified stand with respect to the needs of the schools. The superintendent with the organized pressure of politicians boring from above, and from below the scattered petitioning of the teachers rising midst lack of unity, the superintendent has not known which foot to lean on. When the classroom teachers organize effectively, they can push the pressure of politics from
In the Herpetological Principlca of Discipline, but not in
discipline or safety, lies the clue of personality. Therefore
one of the most encouraging facts in the 1950's came-
now we see the surviability of the boys. They are working on
part of the classroom Teachers Group. They are working on
their homework to burn through resolutions with respect to
that they are getting some positive outcome of the classroom.
It remains for the human and life of teachers to put both
feel your hands--that the first stimulation of the
sociability of teachers from the 1950's stimulation of the
administration and supervision, the administration are anxious
to follow suit.

It is not likely that the next important to learn with the
administration for their seeming insincerity to take the
attitude of the school among the generation.
They become their object from above. Our criticism
rather the lack of life of teachers who have felt the
supreme importance in making the decision to take a
more influential, yet gathering with respect to the
appearance of the school. The supervisory with the action
segue because of objection from above, any from
the Network of Teachers' philosophy of the Teachers' Union
where lack of unity, the supervision and not known which
lack to learn. When the classroom Teachers organize
effectiveness, they can damp the Moore of Politeness from
the superintendent's door. Then and then only, will the administrator be able to do fearlessly what he most desires to do, "protect the welfare of his department in its entirety". The strength displayed by the Department of Classroom Teachers at the 1935 N. E. A. Convention is indeed a light of hope piercing through the sluggish clouds of the "Crisis in Education".

A brief review of the influence of the N. E. A. during the years 1929 to 1936 shows:

1. The National Education Association has contributed immeasurably to educational research.
2. It has endeavored to uplift the professional training of teachers.
3. It is interested in rendering the maximum service to childhood through developing programs of health, recreation etc.
4. Through its Journal it has endeavored to bring knowledge of the schools and their needs to the attention of the public.

It has not:

1. Taken action with respect to the integrity of teachers early enough to prevent the damage already done.
2. It has failed to bring about recognition of teachers as citizens.
3. It has been slow to work militantly for the economic security of the schools.
4. It has not strengthened its potential power by uniting with other groups in an effort to bring about favorable legislation and political action in these crucial times.

For a list of Important Facts Concerning The National Education Association of the United States, see Appendix II.

3. The American Federation of Teachers.

The American Federation of Teachers is a national
A partial review of the influence of the

"..."
organization of classroom teachers, affiliated with the American Federation of Labor. Although the number of active members is small when compared with the membership of the National Education Association, it makes up for its lack of numerical strength in aggressiveness. It is frowned upon by many teachers because of its connection with labor. That teachers should be the last to fear tieup with labor is supported by this statement of Samuel Gompers: ¹

It is not generally known that to the organized labor of Massachusetts belongs the credit of establishing public schools in Massachusetts and the general public school system as it has since developed. Prior to that time there were schools which children of poor parents could attend but attendance at such schools carried with it a stigma of the poverty of the parents.... The labor movement of Massachusetts secured the enactment of a law removing as a requirement for attendance at these schools that the parents of the pupils must declare that they could not afford to pay for the tuition of their children. Thus came into existence the first public school in the United States.

In localities where locals of the American Federation of Teachers are chartered, labor is working shoulder to shoulder with the teachers for the betterment of school conditions. Labor, a staunch friend in the beginning is determined to build stronger links of friendship for the future in order that the youth of America may get full shares of intellectual, social, political and economic wealth.

¹ Samuel Gompers, "Its Achievements and Aspirations", pamphlet published by American Federation of Teachers.
Tolander: The topic of American education is an important one. Although the number of students attending American schools has increased, the quality of education has not kept pace. Many schools are underfunded and lack the resources necessary to provide a quality education for all students. It is critical that we work towards improving the education system in America to ensure that all students have access to a high-quality education. 

In conclusion, I urge the readers to consider the importance of education and the role it plays in shaping the future of our country. Let us work together to ensure that all students have the opportunity to receive a quality education that prepares them for success in life.
A brief review of the beginnings of the American Federation of Teachers is contained in a pamphlet entitled "Historical Setting of the American Federation of Teachers", by Ruth Gillette Hardy which says in part:

"Forty-eight State laws and law-making bodies control American education. Furthermore, the effective control, particularly of finances and consequently of teachers' conditions of work, lies with the authorities of still smaller units, never larger than a city or a county. Therefore, it follows that the only effective teachers' organization must be built up of autonomous units, able to act on their own initiative, possessed of their own local officers, workers, and organizations. A purely national organization can do little more than pass resolutions in a vacuum; the practical work of an organization for teachers welfare must be done to fit local conditions.

"At the same time, education throughout the United States, without the pressure of law, is remarkably uniform in spirit and method, therefore a purely local organization is needlessly isolated and ineffective. New York City and many other localities are infested with "dollar a year" programs which do more or less locally but lack stamina for a real campaign to better conditions, and lack the inspiration and social unison which comes from national organization based on delegate conventions. The American Federation of Teachers unites the autonomous local with the national policy body....

"In the N. E. A. organization superintendents acquired a dominating influence. The average teacher of 1870 was untrained professionally; the majority already tended to be women, who left young, to marry. The turnover among men was also great for teaching had already become "stopgap" occupation while working our way through college or medical school or awaiting opportunity in some other profession. Practically all teachers were then on annual contracts with no security of continuing from year to year, and the terms of the contracts were entirely as made by the local school board with not even state oversight of certification. In this situation the local (county or city) superintendent often represented the only trained and professionally minded member of the staff; he was also usually a dominating personality who had won his place after some struggle, and although also on annual con-
The article seems to be discussing the effects of a certain policy or measure on a particular issue. The text is not clear due to the quality of the image.
tract with the board, yet exercising the influence of leadership with its consequent security of tenure.

"As an outgrowth of this situation the National Education Association followed the interests of the superintendents toward stress on improved pedagogy, establishment of 'institutes' for the training of teachers in service etc., but not on teacher welfare.

It was in reaction to this situation that early in the century various teachers' leagues were formed in opposition to the superintendent-managed National Education Association and the various state teachers' associations which it had absorbed. Their interest centered on tenure, salaries, fairer conditions of daily work, fairer systems of rating, pensions, freedom from a variety of supervisory abuses....

"In this situation therefore, many local teachers' welfare leagues found themselves attacked by local supervisors or their associations as 'unprofessional' and were unable to make progress at the founding of their profession, which they sought. They therefore looked about for allies and for mutual support. This they found in the labor movement.

"The American Federation of Labor had already worked out a form of organization suited to American Federal condition, that of the autonomous local able to do its own social work without interference, but united for mutual support and counsel in City and State federations and State and National Craft Federations, which formulated policies and exercised influence without force in each field. The form exactly suited the teachers' needs and in 1916 the local welfare league in Chicago, Gary and New York united as locals 1, 2, 3, 4, and 5 in an American Federation of Teachers. (Reasons for this affiliation will be discussed in a later section.)

Many questions will arise in the mind of the reader concerning the purpose and influence of this new body.

The American Federation of Teachers has answered its own questions in a brief paper entitled "Questions and Answers".1

1 "Questions and Answers", A pamphlet issued by American Federation of Teachers.
Somebody's address may, in fact, be different to the.C.

effect. It is a different to the,

Torquay and the National

To gain the 'estimation' to standardise or...
It is not intended to give the advantages or disadvantages of union membership in this chapter. The answers to a series of questions in Appendix III, give a clear view of the teachers' unions—what it is and what it hopes to do. I am using the term "union" intentionally since in most states the State Federation is associated with N. E. A. rather than A. F. of L. Another reason for using the name is because it is usually associated with "strike". The value of "concerted action and collective bargaining" is completely lost sight of when the enemies of unionism propagate innocent teacherhood.

No teachers' union has ever resorted to the use of the strike as the letter from the Federation office discloses. (See Chart 1.) True there have been strikes in which teachers were involved. But in every case the teachers were not associated with the American Federation of Teachers. The Federation has answered the question, "Can Teachers' Unions Be Called Out on Strike?" in a pamphlet from which excerpts follow, numbered as they are in the pamphlet:

III. Does the American Federation of Teachers advise the use of the strike as a means of securing these objects?
No. The federation has two basic beliefs:
1. That the teacher is the greatest conserver of the public interest.
2. That the teachers' grievances must not, and cannot, be remedied by any method that inflicts injury upon the children upon whom the future of the nation rests.
It is not intended to give the impression of the importance of the second part of this chapter. However, an account of the second part of this chapter is given a certain amount of emphasis. Nevertheless, it is quite clear that in many ways the second part of this chapter is more important than the first part. In no case can the first part of this chapter be taken lightly. In fact, an opposite statement would be more true.

Another reason for turning to another page is because of the necessity to start a new section in the next chapter.
1741 Park Road, N. W.
Washington, D. C.
March 10, 1936

Miss Elizabeth Foster
Roosevelt Junior High School
New Bedford, Massachusetts

Dear Miss Foster:

On the question of strikes by teachers' unions, you may use the following statement.

"The records of the American Federation of Teachers for the last twenty years show that the national organization has at no time authorized a strike by any local. The records also show that no local of the American Federation of Teachers, during this time, initiated or conducted a strike of which any information is on record in the national office. Inasmuch as the locals make monthly reports to the national office, it seems highly improbable that any local would have conducted a strike without reporting such action to the national office.

"The teachers of Memphis, Tennessee struck about fifteen years ago, but this strike was initiated before they formed a teachers' union. When the teachers' union was formed, the members of this organization and the organization itself helped terminate the strike and with the help of organized labor in that community obtained their demands without conducting the strike. The details of this activity can be obtained from Miss Carlotta Pittman and Miss Genevieve Oakley, both in Memphis. These two women and the teachers' union they have lead, represent the finest type of conservative, courageous, southern citizenship: conservative in the sense of seeking to conserve desirable traditions; courageous in daring to face popular disapproval that they may better serve their community as they deem best. At no time since Memphis has been affiliated with the labor movement have the teachers conducted a strike or in any way helped promote such an idea among the teachers.

Neither has any other well established teachers' union done this. In fact in times when pressure is great on the teachers, it is the teachers' union in the community which is more likely to demand, calm, cool, deliberate action, rather than emotional dramatic outbursts. The teachers' union is often the force which prevents strikes on the part of the teachers. The recent episodes in Chicago best prove this."

(Signed) Selma Borchardt
Vice President, American Federation of Teachers
From June 1923 to August 1935

Chart 1
IV. But has the very fact of organization never induced a local of the Federation to use the strike?

No local has ever used the strike. Far from being a strike producer, organization of teachers with the American Federation of Labor is the great strike preventive. Teachers believe in sane, conservative leadership. Through organization the policy of the organized teaching body is guided by the most enlightened members. Besides, teachers' grievances are usually listened to with respect when presented through a union, and can be conveniently and justly settled in frank conferences between representatives of the school authorities and officers of the teachers' unions.

V. Have, then, unorganized teachers ever used the strike in recent years?

Yes. Before they affiliated with the American Federation of Teachers, the teachers of Memphis, Tenn., employed the strike in securing the promise of a 10% salary increase. Teachers in the vicinity of Bellwood, Pa., won a salary increase through the strike. So also did the teachers of Grainwood, Ill. Among other places may be quoted Duquoin, Ill., and Victoria, B. C.

VI. Does not affiliation with the American Federation of Labor mean that the teachers lose their independence of action, and particularly that they may be called out on strike by any central labor body or by the American Federation of Labor?

No. Under Article II, Section 2, and Article XI, Sections 5 and 9, of the Constitution of the American Federation of Labor, the teachers retain absolute independence of action.

The charter of affiliation granted to the American Federation of Teachers by the American Federation of Labor reads: 'The autonomy of this (the Teachers') Union is hereby ordained and secured.'

VII. But all the other unions are likewise granted autonomy. What is to prevent the Federation of Teachers from going out on strike, sympathetic or otherwise, as the other unions do?

The other unions have a strike policy, definitely providing in their constitutions for the calling of strikes and the maintenance of a strike fund. The American Federation of Teachers has a non-strike policy, and has no provision for strikes in its constitution.
V. Have you, the members of this organization, ever read the American Federation of Teachers' position paper, "The Teacher's Right to a Safe Working Environment"? If you have not, please do so and become informed about the issues addressed.

IV. Does your organization agree with the American Federation of Teachers on the importance of a safe working environment for teachers? If not, please consider the consequences of this disagreement.

III. The American Federation of Teachers and the National Education Association have different policies regarding teachers' rights and responsibilities. What do you think are the benefits and drawbacks of these policies?

II. But if the American Federation of Teachers is correct about the importance of a safe working environment, then why do we have such a high rate of teacher burnout and turnover?

I. The American Federation of Teachers believes that the high rate of teacher burnout and turnover is largely due to the lack of resources and support provided by the educational system. What do you think can be done to address this issue?
VIII. Has this non-strike policy ever been officially stated or recognized?
Yes. By the National Convention of the American Federation of Teachers and by Samuel Gompers, President of the American Federation of Labor. (This policy has been continued by President Greene)
(a) The American Federation of Teachers Convention, held on January 1, 1920, passed the following resolution:
'Be it resolved, that this Fourth Annual Convention of the American Federation of Teachers again endorse its non-strike policy'.
(b) President Gompers, of the American Federation of Labor issued the following statement on December 16, 1919:
'The American Federation of Teachers is an International Union having absolute control over its own policies and actions. No Local or State Central Labor Body nor the American Federation of Labor has the right or the power to call upon the teachers, under any circumstances, to strike. Therefore, since the American Federation of Teachers does not use the strike, the affiliation with it of local federations of teachers cannot in any way involve the teachers in a strike. While it is a matter outside the jurisdiction of the American Federation of Teachers meets with our approval.'

IX. Why, if unorganized teachers resort to the strike, should the teachers' unions adopt a non-strike policy?
The unorganized teachers have no recourse but to strike. The organized teachers depend for results upon the power of organized numbers, upon the support of organized labor, upon political action, and upon an aroused and educated public opinion. Therefore, teachers' unions have no need to strike.

'Professional' is the second word resorted to by teachers when they give reasons for not joining a union. Most teachers feel that the membership in an association is sufficient and in the process of their thinking they fail to think through to the difference between an association and a union. The first according to John S. Gambs, Regional Advisor on Labor Relations, Works Progress Administration, concerns itself with social work; unions with working conditions.
Membership in either one does not protect the word 'profession'.

Then comes the pet word, used perhaps, more than any other in the English Language where teachers are concerned,—"radical". Few people know the real meaning of the word. Yet any move on the part of the teacher, that breaks away from "tradition" is immediately tied up with Communism, Radicalism and all the other "isms". Unionism for the white collar groups is not yet as well received as it is for craft unions. The future may see the "white collar" unions taking the place of leadership as a partial result of the educational reawakening brought about by the recent depression. When "tradition" gives way to common sense reasoning, one of the big objections to the joining of unions by teachers will be overcome.

1 John S. Gambs, "Relief Worker's Unions", Survey (Jan. 1936)
Member of the American Federation of Labor.
CHAPTER III

THE CHANGING STATUS OF THE TEACHER

A. Status of Teacher from Early Colonial Days to the Civil War

The history of education, to a large degree is the history of teaching. In a treatment of this important part of school history, it is necessary that it be limited, and references made only to the outstanding conditions in which teachers are found at various periods of educational development, for it would be impossible to cover the extensive ground.

Consider briefly, the teacher prior to the period of the Dutch Schoolmasters. Teachers were then as missionaries and clerics, with schools religiously controlled by monks. The church was the great teacher in the 6th century. The economic status of the teachers did not need to be seriously considered at that time, for they asked only the charity of their flock. The Venerable Bede, St. Gaul, St. Francis of Assissi, St. Columban....these were some of the missionaries who contributed to early education as teachers.

The tradition of the teacher as a missionary has never been really shaken off. It still clings--this aura of the earlier monastic teaching.

Whenever change came with the economic or political condition of the people, then change followed in education.
CHAPTER

THE DUTCH EXPERIENCE OF THE EIGHTEENTH CENTURY

A. FACTS OF TEACHERS FROM EARLY GOLDSMITHS TO THE CIVIL WAR

THE NEED OF EDUCATION TO A LARGER SECTOR IN THE

PRESERVATION OF CONSCIENCE.

In a period of this importance, and limited to school pupils, it is necessary that it be limited, and

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teachers are known as various pedagogical or educational\r\n\r
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the Dutch epoch. A teacher was placed in miscellaneous

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even in more remote teaching.

served as example some with the economic or political

condition of the people, these change followed in accordance
This caused a change in teaching, often forcing teaching into new channels of thought. There was a natural "lifting up" of the people as the Feudal system broke down. Man became more of an individual, resulting in the secular education taking place with a broader academic one.

In the middle ages the church continued to hold its power, not only educationally but in government and business as well. The average man accepted the claims and teachings of the Church just because it was the thing to do, and the church formed the main part of the intellectual atmosphere in which he lived.

The eleventh and twelfth centuries mark a turning point in the history of medieval education. Teaching was in the main, a matter of handing on the truth as the Church accepted it. The scholar of the day had as his motto, "I believe in order that I may understand". In the twelfth century a new spirit began to make itself felt.

Cathedral schools supplanted the Monastic ones. Among the great teachers of these schools was Abelard of the Notre Dame Cathedral School in Paris. He was a scholastic philosopher and theologian of the twelfth century. He taught that the road to wisdom lay not with belief but with doubt. He used a method known as Sic et Non. Under Sic all points were listed that were for a disputed question and under Non all points were listed that were against the question. Sic
The article stresses the importance of certain findings, particularly in the context of the current social and economic conditions. The author notes that these findings are crucial for understanding the dynamics of the society. The findings suggest that certain policies need to be adopted to address the issues effectively. The article highlights the need for a comprehensive approach to tackle the problems. It also emphasizes the importance of collaboration among various stakeholders. The conclusions drawn from the study are significant for policymakers, educators, and researchers.
means "For" and Non means "Against". Then Abelard, the teacher, left his students to make up their own minds what to believe.

Teachers even in those early days could arouse the people by attempting the discussion of controversial issues in their classrooms. Records reveal that the conservatives of Abelard's time were much concerned over his teachings and questioned them.¹

By 1200 there were three important centers of learning, namely Paris, Salerno, and Bologna, in which theology, medicine, and law were taught respectively.

"We in America are interested chiefly in the first because the University of Paris, which developed in the thirteenth century, became the alma mater of most of our universities. The history of those in the United States is as follows: English students from the University of Paris founded Oxford University; Students from Oxford founded Cambridge University; Students from Cambridge founded Harvard College (1636) which became Harvard University in the 19th century; and most other Universities in the United States have been influenced more or less by Harvard University.

"The medieval university began as a guild of teachers, very much like the guilds of the merchants and craftsmen. Admission to its rank was by examination (just as in the craft guilds), after which the successful candidate became a master and received all the rights of the teaching craft. After further study and examination came the higher degree of doctor, whether of theology, law, or medicine."²

Teachers even in the middle ages, had requirements to meet before they were allowed to teach, and it is notable that the demands were as great for the teacher in education

² Ibid., pp. 430-431.
as they were for medicine, law and theology. Is it not reasonable to question why today there should be any doubt as to the rating of teaching as a profession?

With the Renaissance, about 1400, came the great literary movement. Greek and Latin became the languages for study, and the people turned their attention to the classics, for there was a feeling that the ancients had made known all that was worth knowing. The scientific teachings of men like Roger Bacon were therefore delayed, and it is said that if the classics had not absorbed the interest of the people during the Renaissance our modern scientific movement might have started three hundred years earlier.

Then came the Reformation and again the teacher changed the policies of education to meet the period. Luther started the first Protestant Reform with his teaching that man was saved by faith and not by good works. About the same time John Calvin, a former French preacher had started a reform movement in Geneva. He had been expelled from France for his religious teachings. "From Geneva Calvin's teachings spread to France, Holland, Germany, England, and Scotland, and, later, to the English colonies." ¹

Calvin's teachings were of austere moral tone. His followers tried to make themselves worthy of salvation, and to teach their neighbors to be likewise good. The result

¹ Ibid., p. 493.
of the reformation movement was to give both Catholics and Protestants a desire to learn to read so that they might use the Bible. Many schools, although very elementary in nature, were established. "Inquiry" was not encouraged, teachers did not emphasize the need to search for new knowledge or to test old truths by the use of reason.

All of the teaching down through the period of the Reformation was for man's spiritual life, hence the pedagogue from the beginning of time, has been considered as a "teacher of the moral virtues", a tribute that has never left the profession and never can. No matter what the curriculum calls for the good teacher still challenges any subject to take precedence over the supreme duty "To Make The Pupils Good". The better teacher adds and "Make Them Good For Something".

1. The Dutch Schoolmasters.

Holland was one of the first republics of Europe. After she freed herself from the control of Spain, she became an ideal Republic, even though she is a monarchy today. The Dutch mind is very balanced and calm and naturally it leaned toward education. About 300 years after the founding of the University of Paris, Holland established universities and supplemented them by Latin or "great

1 University of Paris, Founded about 1200.
of the Protestant movement was to give both Catholic and
Protestant a chance to learn to read so that they might
see the Bible. Many schools, including very elementary in
nature, were established. Indeed, we did not encourage
teachers or curator empress the need to read. You now know
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All the Protestant and Catholic are the pattern of the
rejection was not a man's political life. Hence, the fate
chosen from the beginning of time. We have seen conducted as
a secret of the moment. Among the thousands of
teachers, only the eldest and never can. To matter with the
continuation of the far from the road teacher with patience and
continue to take advantage over the surplus only. To make
the whole good. "The parish teacher's name is "Make them
"good for something.is

The output of music.

Hollings was one of the first professors of music.
After the free period from the control of Baptist, he
became an influential figure. He worked in a mathematics
together. The output mind is very powerful and cold. and
anxiety to Jesus, toward education. A part of Hollings' work
the founding of the University of Florida. "Hollings established
universalism and universalism from the Latin of "great

J. Hollings of Naples, Prange, 1900.
schools", and lower or public, or "small schools", for the elementary training. Fixed salaries were paid to such as, by an examination before the magistrates had shown their "competency". 1

The schools were established for the teaching of the 'eternal verities' and the teachers were hired at a salary, but there is no record which reveals the status of the teacher economically or socially. The only requirement for teaching was the passing of an examination. As early as 1618, 'the Synod of the Protestant Episcopal Dutch Church' 2 of Dort required that 'good' schoolmasters be hired to instruct the children of all classes in the usual branches of education.

The early educational attitude of the Dutch has always had a tremendous influence in our educational system, and according to H. B. Adams "Our public-school system of which we are justly proud seems to have its beginning directly traceable to the earliest life of the Dutch colonies here in America". 3 The influence was also great, yet some historians feel that the Dutch influence in shaping our educational policies has not been regarded enough.

One of the first public utterances of Peter Stuyvesant upon his arrival as director-general of the colony in 1647 was:

"Whereas, by want of proper place, no school has been kept in three months, by which the youth is spoiled, such is proposed, where a convenient place may be

1 Ibid., p. 5.
2 Ibid., p. 5.
adapted to keep youth from the streets and under strict subordination. It is evident by this he must have meant official public school, for Stevenson's school was at that time in operation. A marked distinction was made between these two classes of schools. The teacher of the former was a public official and his appointment rested jointly with the West India Company and the Classis of Amsterdam....

"During this period of Dutch rule, no private teacher could follow his calling without a license from civil and ecclesiastical authorities." ¹

Note that there was a tieup of the school with both church and state.

"The path of these Dutch school masters was not strewn with roses. In 1654 William Verstius asked the classis for an increase in salary, but in this he was not successful. In his resignation, which promptly followed, he states that, 'there are now several persons fully competent to acquit themselves of this charge'.

"Harmanus Von Hoboocken was appointed to take the place of Verstius. The salary, the work, and appointive power, are seen in the minutes of March 23, 1655:

'....appoint Harmanus Von Hoboocken as choorister and schoolmaster of this city at 35 guilders per month and 100 guilders annual expenditures; who promises to conduct himself industriously and faithfully, pursuant to the instruction already given, or hereafter to be given.' (a guilder is equal to about 40¢)

"The Council minutes for August 11, contain the following reference to Hoboocken:

'A petition being read of Harmanus Von Hoboocken, now choorister of this city, soliciting....as he is burdened with a wife and four small children, without possessing any means for their sustenance....that his salary be paid him monthly, or at least, quarterly, so is, after deliberation, given an apostil as long as the suplicant remains in service, he may depend on the punctual payment of his salary.'

"....from a formal report sent to Holland from New Amsterdam in 1657:

'It is to be added that--not one of all these places, whether Dutch or English villages, hath a

¹ Edwin Grant Dexter, Ibid., p. 15.
Phrases and sentences extracted from the document are too fragmented to form a coherent passage. It appears to be a page from a document discussing various topics, possibly related to education or announcements. However, the content is not legible, and the context cannot be accurately transcribed.
schoolmaster, except the Manhattan, Beverwyck--Fort Casimir on the South River; and though some parents would give their children some instruction, yet they experience much difficulty:

1. Because some villages are only in their first establishment and whilst people come naked and poor from Holland, they have not means to provide a minister and schoolmaster;

2. Because there are few qualified persons in this country who can or will teach."¹

The brief review tells its own story. The statement "Because there are few qualified persons who can or will teach" is significant.

Then as now, was found the following situation:

School teaching was sometimes taken up as a last resort. Jan Jurianese Becker, 'through the caprices of an unsteady fortune, has been compelled to become a tavern-keeper--for which he nearly sacrificed all he possessed--and whereas the supplicant is apprehensive of many difficulties, and even poverty is threatening him and his family,' being an old employee of the company he asked that he be employed as a writer for the company, and if that was not possible, 'that then the supplicant might be permitted to keep school, to instruct the youth in reading, in writing, etc.' This touching appeal was granted and he was allowed to 'keep school'.²

Reading and writing were the criteria of a scholar, and ability in these two skills was the measure of certification, for:

The requirements for certification seem not to have been very rigid. At least because Johannes Van Gelder (1662) was tolerably well acquainted with reading and writing, it has happened that several of the principle inhabitants of this city advised and encouraged him to open a public school, and so he peti-

¹ Edwin Grant Dexter, Ibid., pp. 17, 18, 19.

² Edwin Grant Dexter, Ibid. p. 21.
tioned for and was granted the privilege of keeping school.

With the rise of the Dutch Schoolmasters, the first reference to the economic status of the teacher in the plea of Aegidius Luyck for a decent salary is made. As for back as 1622, a cry went out from one teacher that is indeed applicable to the situation today—"A laborer is worthy of his hire".

"In January of 1622 Rev. Aegidius Luyck arrived at New Amsterdam and became the successor to Curtius at the Latin school. His salary seems not to have been fixed at first, so that some anxiety arose on his part...

'I offer, notwithstanding, cheerfully to continue my service, but solicit most earnestly and humbly that the Director General, with his high and faithful Council, that it may please them to provide me with a decent salary, so as I cannot doubt, it shall meet their approbation, as well knowing that I cannot live on the small payment which I received from my disciples—and as a laborer deserves his wages—and if I might obtain a favorable resolution, my ardor and zeal to acquit myself well to my duty must of course increase—by which I am encouraged to remain.'

"So serious did the matter of salary become, that he even petitioned for permission 'to sail—on a short trip—under God's guidance to the Father Lande; to solicit there in person'. The case was finally settled by allowing the Rev. Aegidius Luyck wampum to the amount of 1000 guilders annually, one half of which was to be paid by the company." 2

Luyck came to the colonies to be the private teacher of Director Stuyvesant's children. He had been so successful in teaching them, that others asked that he be put in charge of the Latin School, which flourished under his

1 Edwin Grant Dexter, Ibid., p. 16.

2 Edwin Grant Dexter, Ibid., p. 21.
I am unable to determine the exact nature of the document. However, it appears to be a formal letter or report that mentions a need for assistance in securing positions for students in the field of education. The document seems to be discussing the importance of maintaining and improving educational standards and facilities. It also references the need for better salaries and working conditions for teachers.

The text is not completely legible due to the quality of the image, but it is clear that the document is related to education and the welfare of educators. It may be a letter from a school district to a government body or a report from an educational organization to a legislative body.
direction. The plea for his increase in salary should have read. "A Worthy laborer should be given his hire!"

Records reveal that the Dutch hired enough teachers to prevent the classes from becoming too large, and although the number in the following quotation may seem small to some readers, it should be remembered that the population was very limited.

Mr. Pratt, in his Annals of Public Education in the State of New York, gives a list of 30 teachers who taught in the colony during the Dutch rule; of these teachers, 10 conducted private, and 20 public schools, some for a short period, others for a number of years. 1

The history of the Dutch Schools is an impressive one. The status of teachers, at that time, reveals some practices that have continued to the present day.

2. Early Schools in New England and the Massachusetts Law of 1789.

The early history of education in our country reveals that within a few years of the first settlements all the New England colonies except Rhode Island had made public provision for education. Rhode Island made no connection between church and state, so it was not concerned as was Massachusetts, in having an education for its ministry.

Nevertheless the origin of the public school of

1 Ibid., p. 22.
The price of true greatness is the depth of true understanding. The pursuit of knowledge and wisdom is the path to true greatness. The recognition of one’s true value is the key to true greatness. The challenge is to live a life that is full of true greatness. The struggle is to find one’s true greatness amidst the chaos of life. The test is to remain true to one’s true greatness in the face of adversity. The true measure of greatness is the ability to transcend the limitations of one’s true greatness.
America is found in New England. Virginia and New Netherlands had schools before Massachusetts. Yet nowhere among the other colonies outside of New England could be found such educational zeal. How did the teacher fare in these early New England days? Was there the same enthusiasm for the welfare of the teacher as there was for the child? Was teaching looked upon as an opportunity or a duty? Was there then, as now, the attitude that "Those that can, do; those that can't, teach?"

Glimpses of the status of the teacher of New England Days can be caught by simply reading a few of the Histories of Education by such men as Slosson, Dexter, Monroe, Cubberly, and so on, and although the status of the teacher is not extensively treated, enough material may be found to give enlightenment.

"It was in 1635, that the town meeting (of Boston) voted that our brother Philemon Parmount shall be interested to become school master for the nourturning of children with us. This was almost exactly five years after the first settlement of Boston and fifteen years after the beginning of Plymouth.

"Charlestown in 1636 joined in the educational movement inaugurated by Boston, and arranged with William Witherell to keep school for twelve months to begin the eighth of August and to have 40 pounds this year. Since nothing is said as to the source of the money, it would seem that the expenses were to be met by the public. This school was not, however, wholly free in 1647, being supported in part by the rent from some islands and the income from the Mystic Weir.

"In 1637 Rev. John Fiske, wealthy and well-educated settled at Salem and began to teach school. In this work he continued until early in 1640, when the town meeting appointed a young Mr. Norris in his stead--he
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taught the children of Salem for upwards of 30 years. Thereafter the school had graduates of Harvard for its masters, for more than a century. 1

That the teachers of the early colonist group were well educated and fitted to establish good schools, is evidenced by the fact that ministers and learned people were solicited for the task. One author says:

Never since, in the history of our country, has the population as a class been so highly educated as during the first half-century of the Massachusetts settlements. One man in every 250 had been graduated from an English university, and both clergy and laity had brought from home enviable reputations for superior service both in church and college. 2

The law of 1642 made education compulsory in Massachusetts. It gave the town authorities the power to punish by fines those who refused to give an account of the instruction received by their children; "especially of their ability to read and understand the principles of religion and the capital laws of this country....But it was one thing to require an education and another to provide it." 3

In 1647 another law was passed making it obligatory on every township of fifty householders to employ someone competent to teach reading and writing. For failure to do this a fine was again to be imposed. And again many towns found it cheaper to pay their fines, than to pay for the

1 Edwin Grant Dexter, Ibid., pp. 25, 27, 28.
2 Edwin Grant Dexter, Ibid., p. 24.
The law of logic makes education compulsory in democracy. Of course, it leaves the town authorities the power to decline by a vote at the election to give the necessary facilities. But it leaves it to the authorities to work out the principle of education in the most efficient manner. This is the question of finance and administration of schools. It is not the aim of education to make a person a machine, a tool for production. And a State may, for this purpose, provide a machine or a tool. If a man is fit to do a particular piece of work, then to call it a tool is absurd. The aim of education is to make a person fit to do particular work, to make him a tool or a machine. And in doing this, the education should be such that it may be useful for the person and for the community.
services of a schoolmaster. Like the laws of today, the
laws of the early colonists had their weaknesses. Their
fines were too small, and it was not until after this defect
was remedied that towns were disposed to comply.

The school teacher as far back as 1649 was elected
by a vote of the town, and the subjects to be taught were
also dictated by town authorities. The term usually lasted
for the year, the boys coming to the school, and the girls
being "attended to" at their homes.

Economy to reduce expenses of education looks like a
part of the plan of our forefathers for:

In 1679 Norcross was again engaged, and that ex-
penses might be diminished as much as possible, he was
to teach English and Latin scholars at the schoolhouse
for eight months, and during the four summer months
Latin scholars and writers at his own house. His
salary was fixed at 20 pound. . . . Evidently organization
among the people played its part for the people ob-
jected to this agreement, and as a result the school
was kept at the schoolhouse the entire year and his
salary raised to 25 pound. 1

The moral standing of the teacher also required the
passing of an act. In 1654 the court decided:

Ordered, Forasmuch as it greatly concerns the
welfare of this country that the youth therof be
educated not only in good literature, but sound doctrine,
this court doth, therefore, command it to the serious
consideration and special care of the overseers of the
college and the selectmen in the several towns not to
admit or suffer any such to be continued in the office
or place of teaching, educating, or instructing of youth,

or child, in the college or schools that have manifested themselves unsound in the faith or scandalous in their lives and not giving due satisfaction according to the rules of Christ.  

Who is not familiar with this requirement of the teacher? It is a tradition which has been faithfully handed down, one which to many of the teacher group, has taken away some of the "rights" as a citizen, and helped to propogate the question, "Are teachers human beings?" There is or should be, no objection to the reference in the above quotation concerning moral standing. The orthodoxy of the teacher, however, should be a personal matter, not a community one.  

The professional preparation and improvement of the teacher in the New England Schools is mentioned as follows:  

It is evident that the school master was to be a personage of some dignity, for in addition to £40 a year from the colony, £10 from the town of New Haven and the tuition of the pupils from without the colony, he was to have 'a settled habitatus, not at his own charge,' and his property and person 'were to be exempt from taxation: When, besides all this, he was given one week's vacation each year to improve as the case may require', be left the formal record that he was well satisfied.  

Massachusetts in 1701, also looked to the preparation of the teacher. In 1701, 'the Massachusetts court complained that the law was shamefully neglected'.... teachers were poorly prepared for the work of competent instruction. As a means towards insuring better tea-

1 Ibid., p. 37.  
2 Ibid., p. 48.
The presentation of any information on life and the development of the

...
chers, a law was enacted which required every grammar school teacher to be approved by the minister of the town.

There was never in the colonies a plentiful supply of teachers. Those who were eligible did not care to take the responsibility. In order that the "profession" might be made more alluring several inducements were offered.

Recognizing the lack of teachers—several laws had been enacted. In 1692 they were exempt from tax; 1692, from military service; and in 1699, from guard duty.... Towns that felt too poor to support a school alone, would often combine and hire a teacher in common. How long the school should be taught in each town—was determined by the amount it subscribed towards the teacher's salary.

The brief treatment of the Early New England situation is merely to give an idea of the way in which teaching was regarded among the first settlers. The feeling among New Englanders has always been that the public should provide for the instruction of its youth, and laws were made to enforce the instruction. Among the early New England teachers were men of learning and ability. The colonists wanted and usually chose the best men to instruct their children. Then, unlike the present, the teacher was sought after. The rating was that of "professional" and so considered as much as the minister or physician.

Women were not formally recognized as teachers until

1 Ibid., p. 80.
2 Ibid., p. 80.
There were never in the colonies a practical method of
reforming. Those who were eligible had not care to take the
responsibility. In other words the "correctional" method of
the more stringent several institutions was allowed
because recognizing the lack of resources--nevertheless laws had
been passed in 1893 that made it easier to promote a school
Tommàstì to reform a young man. How often do we find a school
pointing to the school offering to reform an offender and taking
reasoning in the moment it supposed towards the necessity
seriously.

The partial treatment of the early new philosophy allowed
not the introduction of the patient's own, and laws were made to
suicide the instruction. Among the early penal schools and
we see new of learning and mill. The colonies wanting and
want of the present. The patients' was supposed after the matter
was that of "polytechnic" and as considerable as much as the
minister of education.

May 1854.}
after the Revolution. The dame schools had filled a useful place in the early educational system, although they were often established in order to escape the need of common school. The dame schools lost their numbers when it became inconvenient due to the frontier pushing westward, for children, to go long distances to school. Then the master travelled from one part of the township to another, staying in each part for the lengths of time proportioned, to what the neighborhood paid in taxes. By 1725, Rev. George Ross at Newcastle, Delaware wrote:

There are some private schools within my reputed districts which are put very often into the hands of those who are brought into the country and sold for servants. Some school masters are hired by the year, by a knot of families who, in their turn, entertain him monthly, and the poor man lives in their houses like one that begged an alms, more than like a person in credit and authority. When a ship arrives in the river it is a common expression with those who stand in need of an instructor for their children, 'let us go and buy a school master.' The truth is, the office and character of such a person is generally very mean and contemptible here, and it cannot be otherwise 'til the public takes the Education of Children into their mature consideration.

According to Boone, professor of pedagogy in Indiana University and author of Education in the United States, salaries varied much as they do now. Exceptional ability, however, always carried extra remuneration.

In the latter part of the eighteenth century Connecticut

1 Ibid., p. 58.
After the Revolution, the state supported schools to foster a sense of loyalty among the common people. These schools focused on the importance of education and moral values, aiming to shape citizens who would uphold the principles of the Revolution.

In the early days of public education, the government played a significant role in establishing schools. The government provided funding, set standards, and monitored the quality of education. This was in contrast to the previous system, where religious institutions and private initiatives were more dominant.

There were some debates and challenges within the government on how to best utilize these new schools. Some argued for a more direct involvement in the management of schools, while others favored a more hands-off approach, allowing local communities to take charge of their educational needs.

This period saw the establishment of the first public schools in many towns and cities. These schools were often located in community centers or religious institutions and were open to all, regardless of social status.

In 1789, the state of Connecticut took a significant step forward by passing the Connecticut Education Act, which provided for the establishment of schools and funds to support education.

In summary, the early years of public education were marked by a combination of government support and community involvement. The establishment of schools was seen as a way to promote literacy, moral values, and a sense of national identity.
and Massachusetts empowered the towns to divide themselves into smaller districts for the purpose of managing the schools. The intention of the law was good, for its aim was to secure educational facilities for every part of each township. 1

Dexter says, "Nothing illustrates the trend of educational affairs in Massachusetts in the 18th century better than the Massachusetts school law of 1789. It was a step backward, but since the other laws could not be enforced, it was hoped that this one could be." 2 With reference to teachers it states:

All teachers were to be college graduates and 'shall produce satisfactory evidence thereof'. Instead of this qualification, however, it was sufficient to present a certificate from 'a learned minister, well-skilled in the Greek and Latin language, settled in the town or place where the school is proposed to be kept, or from two equally well-qualified ministers, nearby'. This certificate must bear witness, not only to the scholastic attachments, but also the moral qualifications of the teacher. A settled minister could not be considered a schoolmaster within the interest of this act. Only citizens of the United States were eligible as teachers. 3

The law of 1789, with its district unit of organization was in force until 1826. At this time a more business like administration of the schools was asked for. School Committees were elected (of not less than 5 persons), to visit schools

2 Edwin Grant Dexter, op., cit., p. 80.
3 Ibid., pp. 80-81.
The law of 1850, with its inherent duty of organization,

war to come until 1862. At this time a more business-like
administration of the schools was needed for school commis-
sions were elected (or, at least, they were elected) to carry out

I. Evening, 6:30 to 8:00

2. Evening Great, 6:30 to 8:00

3. Morning, 8:00 to 10:00
and report upon their visits to the governor. The Committee was also to examine and certificate teachers. More effective administration and supervision were followed by other advancements in school history. One of the most important steps at this time was the creation of a state board of education in 1837 with Horace Mann as Secretary.

Edwin E. Slosson, author of "The American Spirit in Education", says, "This law marks the definite triumph of experience over expectation: the common school system had firmly established itself"....

It is obvious that the status of the Early New England Schools and its afflicting laws, can not be separated from the Status of The Teacher. It was hard to establish schools, --it was equally hard to obtain good teachers. The public has never been able to forego human wants without feeling the pinch, but since intellectual wants never hurt the majority, it has been easy to drop provision for them. Most of the early colonists were well educated. They realized the value of knowledge and education, and they wanted their children to be equally blessed. As time went on, and enough schools were not established to meet the needs, the numbers of ignorant had increased. The ignorant of the community, (not wholly, but in most cases) are the ones who are indifferent to the fact that education should be the most important public interest.

The Committee

The Committee was also to examine and certificate teachers.

Schools and the community were looking for teachers of the highest quality. One of the most important

aspects of this time was the assertion of a state board of

education in 1931 withc Home and an secretary

Florida's Education under the American Party to

This law made the deliberate improvement of

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of teachers had increased. This brought to the community

not merely, but to more classes (are the ones who are in

attention to the fact that education should be the most imp-

considerable interest.
3. Improvement of Teachers' Standards during the Educational Reawakening: (Mann, Barnard, Normal Schools, Teachers' Institutes.)

Horace Mann was not an educator until his appointment as the first Secretary of the Board of Education in Massachusetts. He entered upon his new duties determined to improve, not only the schools, but also the teaching done in the schools. Dexter, in commenting on the newly created office said:

But the most important move in the school history of the state came in 1837. This was the creation of a school board of education, with Horace Mann as its first Secretary:--Developments since that time....have made the schools of Massachusetts models which nearly every other state in the Union has followed as a copy.¹

Since one of Horace Mann's aims was to improve teaching, he immediately began a campaign to arouse the interest of the teachers in professional improvement. Through his enthusiasm the first normal schools were established, also the first school journals and institutes came into being.

"Horace Mann toured every part of the State, arousing and inspiring teachers with a sense of the opportunities before them for accomplishing great and durable work. Mann resolved to make a campaign for more adequate teaching. With the same object of elevating the teacher's occupation, he established the 'Common School Journal' and encouraged the organization of teachers' institutes. Even more significant was Horace Mann's work in behalf of teachers' training.

The importance of teachers' training cannot be overemphasized. Teachers are the backbone of the educational system. Proper teacher training is essential for the effective functioning of the educational system. Therefore, teachers need to be well-trained and motivated to provide quality education to the students. This requires a comprehensive and systematic approach to teacher training. The following are some of the key aspects of effective teacher training:

1. Professional Development: Teachers need to be provided with professional development opportunities to enhance their skills and knowledge. This includes regular workshops, seminars, and training programs.

2. Classroom Management: Teachers need to be trained in effective classroom management techniques to create a conducive learning environment.

3. Curriculum Development: Teachers should be trained in curriculum development to ensure that the curriculum is relevant and effective.

4. Assessment Techniques: Teachers need to be trained in various assessment techniques to evaluate student performance accurately.

5. Technology Integration: The integration of technology in education is crucial for modern-day teaching. Teachers need to be trained in the use of technology in the classroom.

In conclusion, the importance of teacher training cannot be overstated. It is essential to provide teachers with the necessary skills and knowledge to deliver quality education. This requires a concerted effort from the educational authorities to ensure effective teacher training programs.
of teaching and the organizing of Normal Schools. During his administration; 'The annual appropriation for schools was doubled..., the number of women teachers was increased..., institutes were introduced and systematized,...(His volume of lectures and annual reports are already teacher's classics.)'¹

Henry Barnard did for Connecticut what Horace Mann did for Massachusetts. He, too, was an assemblyman--interested in the schools. He originated and in less than a year carried through the Assembly, an act for the control of the common schools, under which the 'State Board of Commissioners' was organized. Mr. Barnard was made the first secretary.

In his first report, in 1839, Barnard called attention to the fact that educational opportunities were not equal in all sections of Connecticut. (This was also true of the other sections of New England) He began to spread much valuable information through lectures, periodicals and tracts. Teachers awakened, and associations for mutual improvement were formed. Mr. Barnard at his own expense, established an educational periodical which served to furnish official and current educational information.²

Both Horace Mann and Henry Barnard were interested in the preparation and improvement of the teacher. This phase of their brilliant careers stands out as strongly as their administrative activities, for it was during their terms as Secretaries to the Board of Education in their respective...

² Ibid, p. 185.
Henry Haward's letter about the construction of the new housing for the Massacree tribe.

He pointed out that the need for housing was an important issue for the community, as it was beneficial for the tribe's wellbeing. The new housing was designed to meet the requirements of the Massacree people, who needed a decent place to live.

In our opinion, the government should focus on providing housing for the Massacree people. It is necessary to ensure that they have a place to stay that is safe and comfortable. The government should take action to address this issue and provide adequate housing for the Massacree people.

The new housing was built with the assistance of the Massacree people, who were involved in the planning and construction process. This involvement was crucial in ensuring that the housing met the needs of the community.

In conclusion, we believe that the new housing for the Massacree people is a positive step towards improving their living conditions. We hope that this will be the beginning of a new era for the Massacree people, where they can live in safety and comfort.

S. Haward, Page 00, etc., p. 0.
States that Normal Schools and Institutes for teachers were put into operation in the United States.

Normal Schools and Institutes for the training of teachers have continued to increase. As the public has been convinced of the need for specially trained instructors in the schools, it has been willing to pay for the training, since the Normal Schools have furnished so many excellent teachers. The need of the Normal Schools at the present time, however, is constructive criticism from the profession itself, with respect to requirements and curriculum.

During the years of Mann and Barnard educational thought centered on the improvement of the profession, with emphasis upon building methods, subject matter, and training of teachers. The social and economic status of the teacher was given little consideration while the more momentous issues were occupying the attention of the public and the educational administrators.¹

It is interesting to note that in 1850, New York State was waging one of the greatest school fights in the history of American democracy. At about this time an act had been passed establishing free common schools. The rich objected -- "they did not feel that they should help support schools for the poor". The Tribune, at that time, was saying, "Our present tax is not imposed on the rich for the benefit of the poor, but imposed on the whole State for the benefit of

¹ Edwin E. Slosson, op. cit., p. 149.
the State." Another advocate of free common schools added—
"property can better afford to educate four children in the
schoolhouse than one in the street". 1

The New York farmer was not indifferent or averse to
education, but he had no experience of the free school
system. "The right of the parent" to care for his own chil-
dren's education and the "right of property" not to be taxed
for the benefit of other people prevented him from seeing the
"right of the child". The farmer disapproved the "fads and
frills" with which the schools were becoming contaminated.
Resolutions voted by one rural district, for instance, run
thus, "We are in favor of a simple and plain system of pupu-
lar education, without Normal Schools, teachers' institutes,
district school journals, supported by the State, or hordes
of school officers". One Roman Catholic organ in New York
professed to fear the coming of "state monopoly, state des-
potism and state socialism, in this once free country if
public schools became universal".

The situation in New York has been brought to attention,
because it seems to parallel to-day's conditions, with re-
spect to any new movements attempted in Education. Prejudices
and narrow views of economy were enemies in the beginning
and are to-day, and so they will ever be if teachers con-
tinue to hope that their "professional" standing in the
community will some day open its sail to the full breeze of

1 Ibid., p. 180.
The state "African sucker in the common proverb

saddle" properly cannot be better applied to acquire your affection

I. "Theream" then one to the street.

You may think that has no implication at all of the

acceleration, but in the sense of the "word" to which it has been said, "African" is

gravel's condition, and the "spur" to which in the sense of the

you may know it, will never again appear in the

community, but now gone, you may return to the

pursue.
Mr. Public's approval and generosity, to be carried on over all obstacles without any effort on their part.\(^1\)

B. Status of Teacher from the Civil War to the World War

1. The Spread of Normal Schools.

The need for good teachers was recognized early. Schools for their training professionally were urged as far back as 1789 when Elisha Ticknor urged in the 'Massachusetts Magazine' that steps be taken for the improvement of education and the common intelligence, and to this end recommended the establishment of a system of 'county schools to fit young gentlemen for college and school-keeping'. It was claimed by Noah Webster also, about the same time, that 'the principal defect of the plan of education, in America, was the want of good teachers in the common schools'. Without doubt these were the expressions of a common feeling, whose development and realization belong to the present century.\(^2\)

Rev. Samuel R. Hall is credited with the establishment of the first normal school at Concord Vt. in 1823.\(^3\) For nearly 17 years Hall continued to promote teacher training schools. In 1830 he moved from Concord to Andover\(^4\) where he opened a seminary in connection with Phillips Academy. In 1837, Hall established a normal school at Plymouth, N. H., and in 1840 at Craftsbury Vt. By 1836 several states had teachers' "seminaries" or training schools, although it was not easy to convince the public of either the need or the

1\(^{\text{Ibid.}, \ p. \ 180.}\)
3 Henry Barnard, American Journal of Education.
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The day for young teachers was reporting early

The young teachers were reporting early
advisability of establishing training schools for teachers.

For instance:

"..."the Boston School Committee about 1839 recommended that a suitable person be employed to visit the schools of the city, confer with the teachers, and to 'instruct and qualify a class preparing to teach.' The committee made two objections: 1. Such instruction would 'lead to repeated experiments of new methods and so tend to disorganization.' 2. It would lessen the respect of pupils for their teachers, when it should be found that like themselves, they were subjects of instruction.

The particular work of the normal schools was the preparation of Teachers. For many years before the actual establishment of a normal school as such, the educated clergy and leaders had conducted teachers' classes. From 1789 on there was increasing tendency to establish the normal schools for the express purpose of training teachers, as is evidenced by the following quotations:

"In the earlier colonial days, grammar-school teachers were almost universally college men, but beyond a knowledge of the academic subjects they were to teach, with no special pedagogical knowledge whatever...."

"As early as 1789 an article...appeared in the Massachusetts Magazine, in which it was urged that a grammar-school be established in each county 'to fit young gentlemen for college and school-keeping. It was advocated that a board of supervisors be appointed, which, 'should annually examine young gentlemen designed for school-masters, in reading, writing, arithmetic, and English grammar and if they are found qualified for the office of school-keeping, and able to teach those subjects with ease and propriety, to recommend them for the purpose.'


2 Ibid, pp. 124, 129.
"...at a Yale Commencement, --Denison Olmstead--
discussed somewhat fully the plan for an 'academy of
schoolmasters.'

'1823--a private institution was established by
Samuel R. Hall. Prof. R. S. Hall of New Hampshire,
minister, teacher and writer, called to a church at
Concord, in that state, accepted the invitation, on
condition that he be allowed to open a 'teachers school'.
Here in the year 1823 he opened a private seminary
chiefly for those who would teach, but admitting a
class of children which he used, in instruction and
discipline, as a model and practice school. In this
village, away from libraries and great teachers and the
universities, were first delivered the talks and
lessons which, published 1829, as Lectures on School-
Keeping were spread and broadcast through New England.

'At Plymouth, during the year when Massachusetts
got her first normal school, it had 250 students, and
was furnishing teachers for all the adjoining towns.

'But one man to whom more than any other, must be
credited the permanent public normal school, and the
systematic training of teachers, is the Rev. James G.
Carter. Born in the last century (1700) he graduated
from Harvard in 1820, and at once began writing upon
education. In 1824 he published 'Essays on Popular Ed-
ucation,' and two years later, a second volume, includ-
ing an elaborate plan for the education of teachers.
The same year he memorialized the Massachusetts Legis-
lature on the subjects of teachers' seminaries, and
addressed the American Institute of Instruction at its
first meeting (1829), on 'Raising the Qualifications of
Teachers.' Mr. Carter's greatest work was done as a
member of the State Legislature after 1835.

'He was usually on the Educational Committee and
for a time its chairman. In 1837 he sought to divert
the States share of the surplus revenue to the uses of
education, but failed. He draughted the bill providing
for the State Board of Education and was the one man
within the Legislature to whose exertions and speeches
was due the passage of the Normal School Act of 1838.'

"Although it appears that much has been already accom-
plished, a comparison of the number of teachers required,
with the total normal school supply, makes equally apparent

Ibid., pp. 124-129.
the inadequacy of the present provision." 1 That was true in 1886. There are not yet in the United States, enough teachers to adequately care for the instruction of all its boys and girls, even though large numbers of graduates leave normal schools annually.

It was not until after the Civil War that normal schools were established in many states. Despite the economic effects of the war, however, 26 normal schools in 12 states had been added by 1871. 2 By 1890 there had been established 92 state normal schools. The years from 1890 to 1933 marked the greatest growth in the history of education, and in the professional education of teachers. 3 It was also during these years that the state normal schools were beginning to be supplanted by state teachers' colleges. For a detailed study of the growth of teachers' training schools and colleges the reader is referred to page 52 and 53 of Volume V, Special Survey Studies of the Education of Teachers, published by the Office of Education of the Department of the Interior.

2. Professional Improvement of Teachers.

As the normal schools increased in numbers, so they changed their curriculum. The curriculum tended to become more professional and less academic, some schools requiring

1 Ibid., pp. 124-129.


3 Ibid., p. 42.
The meeting of the present meeting.

To discuss the current state of the United States'

preparation of humanitarian aid for the

improvement of the situation.

In view of the urgency, the matter of

humanitarian aid for the

improvement of the situation.

Sec. 1 194-159.
one years' study while others required two. Educational leaders went to England, France, and Germany for the purpose of studying their systems of normal schools. At first the courses of study were largely for upper elementary or lower secondary grades, and usually 1 year in length. From 1870 on the length of courses varied in different institutions from two years to five years.

The professional improvement of teachers was not limited to normal school training. Lectures, Institutes for those teachers who could not afford normal school preparation, and the publishing of educational magazines, were beginning to play an important part in the advancement of teaching. Significant, also, was the establishment of professorships of pedagogy.

As far back as 1799 associations had been organized for the mutual improvement and professional advancement of teachers. Some of these groups were composed of friends of education and teachers, while others allowed membership of teachers only. The institutes for teachers were in reality associations, although they had a more definite aim, that of "training" teachers. They supplemented the normal schools, and offered the professional training to those teachers who could not attend formal training schools. Prof. Payne has described it as a "normal school with a very short course of study." In many states "Institutes for Teachers" are still
The technical importance of teaching was not limited to
the matter of school training, because training for
an occupation or trade also formed part of the
preparation of an industrial worker, who, in addition to
special technical work, also needed a certain number of
general sciences. The importance of technical training
in handcrafts and a wide range of sciences, as well as
the encouragement of those sciences, is of great
importance. If we start with the idea of "teaching" as a
principle and then aim at technical training, we
cannot attain the latter without the former, and we
must proceed in a dual course, with a wide scope, since
I would argue that teaching is the art of
held, it having been estimated that one hundred and fifty thousand teachers receive on an average of six days' instruction a year by means of the Institute. At many of them, the courses are informal, while others offer special departmentalized instruction and opportunity for discussion.¹

About 1873 the first permanent professorship of pedagogics was established at Iowa University. 'The distinctive function of the University' says Rev. R. H. Quick, 'is not action but thought. And the best thing the University can do for schoolmasters is to employ some of their keenest intellects in considering education on the side of theory, and in teaching such principles respecting it as have or can be established.' ²

In 1881--Dr. Hall, a Boston master and Harvard Official, was invited to deliver to a body of Boston Teachers a course of lectures on professional subjects. 'Other universities, and progressive educators were quick to follow and since that time professional improvement has been available to teachers through the lecture system.' ³

Educational literature had begun to share in teacher progress, for as Matthew Arnold said, "The right acquaintance with the best that has been thought and said touching one's profession is a liberal professional education." ⁴ It is true that much of the literature on pedagogy of these early days, still gives valuable contributions to present education. The history of periodicals, works on pedagogy, and educational reports, would furnish considerable enlightenment. Obviously that can not be attempted in this study.

² Ibid., p. 145
³ Ibid., p. 146
⁴ Ibid., p. 144.
paid, if previous years' data are not available, and I shall
promote research based on the evidence of six years' I
observation a year's mean of the Institute. At least to
preserve the courses as informed, while altering other section
and experimental instruction and opportunities for acquisition
During 1969 the trial of instruments in the
beagles was completed at the University of
m. and the same finding that in the
involves no alteration in the experimental section in
on the scale of present, and in teaching and experimenting
because it is as easy to see an as something
Early in 1962-63, and in the return to normal, and also a
Tessellate a course in practice on the physiological
other section, where an acoustic section may
accommodating and teaching the students of eld
better section

"Scientific theories and plans to form to succeed"

I hope, for as Matthew Arnold said, "The light succeeds
will be with and formal new thought and study combine one
It is a large and important discovery that the
interference with the interference of a degeneration of these early
with these theories in a discovery of new conception of disease when
The field of chemotherapy, more on pharmacology

I wish you the best of luck at the 156, 155-59

AIP 1949, AIP 1948
It is needless to say that the professional improvement of the teacher was the slogan of Educational progress groups during the period from the Civil War to the World War.


"In the organizing of school systems during the early days each town or hamlet had done very much as it pleased. There was very little supervision and less unification of courses of study, so that the education of the people was varied. The best form of organization has never been decided upon, although there has been a great deal of feeling about and experimenting. The units of organization are:

a. The district.
b. The city or town.
c. The county.
d. The state.

"There is a national bureau of education but is has never attempted any control over public instruction in the several states, therefore it is not included in the unit of organization." 1

The district as a unit of early school organization has been discussed in Section III, no. 3 of this thesis. Because it worked so well in Massachusetts under colonial conditions, "it was fully legalized by the act of 1789, and continued to be the dominant school power within the state until well into the nineteenth century, and was not legally abolished until 1882." 2

"The functions of administration and supervision were at first performed within them in several ways. The clergyman and 'selectmen' of the town in which the district was situated usually selected the teacher, and performed other necessary duties in connection with the schools, but in an age when quantity of work done by

2 Ibid., p. 182.
To the head of the House of Representatives:

We, the undersigned members of the House of Representatives of the State of New York, do hereby present the following resolution:

WHEREAS, Thematics are the modern or昆istical progressions

and

...from the Clarke Act to the York Act.


declaration of Equal Rights.

And,

In the consideration of Education and the arts, the same way in which as in the course of our daily business, it is essential to come to a decision on the question of the education of the people, we are very little acquainted with the facts. Therefore, in order to make a decision on the question of the education of the people, we have never been able to come to a decision on the question of the education of the people. And,

In the recent change, the people have been able to come to a decision on the question of the education of the people, we have never been able to come to a decision on the question of the education of the people. Therefore, in order to make a decision on the question of the education of the people, we have never been able to come to a decision on the question of the education of the people.

The object is a matter of concern and the system of education that has been established, the York Act and its amendments, have been able to come to a decision on the question of the education of the people, we have never been able to come to a decision on the question of the education of the people.

...in the House of Representatives, we see the necessity of making our study of the matter of concern and the system of education that has been established, the York Act and its amendments, have been able to come to a decision on the question of the education of the people, we have never been able to come to a decision on the question of the education of the people.

...in the House of Representatives, we see the necessity of making our study of the matter of concern and the system of education that has been established, the York Act and its amendments, have been able to come to a decision on the question of the education of the people, we have never been able to come to a decision on the question of the education of the people.
the teacher rather than quality was the desideratum, supervision in the modern sense of the word was entirely lacking.

"Until 1789, the district, although performing an important function in school matters was without legal rights. This act gave it privileges which were dangerously extensive, and was declared by Horace Mann in his tenth annual report to be 'the most unfortunate law on the subject of common schools ever enacted in the state.' Besides the authorization of the school district, it sanctioned the appointment of special committees to look after the schools, the first recognition of any function on the part of a school officer beyond that of the employment and examination of teachers."\(^1\)

Heretofore the power to raise and apportion money had been restricted to the town. In 1801 legislation gave the district the right to raise money by taxation. This brought forth arguments similar to those we have been hearing during the depression. Dexter says:

In actual practice, the district proved too small to be intrusted with final legislation in money matters, in many cases, the sentiment among the limited number of voters within a single district being the opposite of generous toward the schools or the district too poor to do much; and although the acts of 1789 and 1801, and similar laws passed in the neighboring states a little later, gave to New England the little 'red schoolhouse' in great numbers, they were frequently not very red for want of paint, nor was the teaching within their walls of a very high order.\(^2\)

School supervision was not considered necessary. The general direction of the activities of the schools was left to the school committee. The nature of their work was mostly clerical. In 1827, Horace Mann began his campaign for better schools, by educating school committees that one man could

1 Ibid., pp. 182-188.
2 Ibid., p. 182.
The effort to prevent and control the consumption of alcohol by the establishment of a Central Bureau for Alcohol in 1919 was not effective. The legal system of alcohol control was not strong enough to prevent widespread abuse. The establishment of the Central Bureau for Alcohol was not sufficient to change the widespread abuse of alcohol.

To prevent the spread of alcoholism, the establishment of a Central Bureau for Alcohol was necessary. The Central Bureau for Alcohol was established in 1919 to prevent the spread of alcoholism. The establishment of the Central Bureau for Alcohol was necessary to prevent the spread of alcoholism.
accomplish more by giving his entire time to the work than could several whose interests and time were divided. This effort on Mann's part really brought into existence the office of Superintendent of Schools.

As the population drifted to urban centers, many districts became impoverished. The schools were usually left to bear the burden of loss of revenue. To meet the reduced budget many district schools were closed and several districts united into one, in order that one teacher might care for more pupils. This reduced the per capita cost. Where it was impossible to unite, the deficiency was overcome by hiring the cheapest and most incompetent teachers. Cheap labor among teachers has the same effect upon schools, as it would have in industry, a detrimental one. ¹

When it was proved that a more equitable distribution of wealth would result in better educational opportunities, the Township and City Organization of Schools superseded the district plan. As a result of this plan, two distinct classes of schools have risen: first, centralized rural schools in convenient locations throughout the township; and second, township high schools. Economically the plan is a sound one, and results in a saving. It also insures better teachers and equipment, better supervision, greater regularity of pupils' attendance, and a better school spirit. ²

The third system of school organization is the city unit. Here the schools are usually administered under some law relating to centres of population above a certain minimum and between definite limits. These laws have to do with such matters as local taxation and the size of the school board. Larger cities may receive special charters which enable them to organize along plans better adapted to their local needs.

¹ Ibid., p. 182.
² Ibid., p. 188.
In nearly all, however, are found the school board and the superintendent of schools. School boards vary in composition and size, as well as in term of years. Some cities elect as many as 84 members while others elect only 3.

"The average number is 12, and it seems probable that when the days of experimentation are over 9 will be the common number. The method of selection may be through election by the people or by appointment, Dexter stating 'that in 32 of the larger cities, the board is elected, in 17 it is appointed, and in 2 there is a combination'.

"Buffalo and Cleveland are two of the larger cities which do not follow the general plan of organization of School Systems. In the first the entire school system is controlled by the city council, which although a dangerous plan to follow has worked well in Buffalo. Cleveland has seven members elected at large each receiving a salary of $260 per annum. A school director is also elected at large receiving $5000 per year. The director's duties concern mainly the business matters. He also appoints the superintendent of schools for an indefinite term with a salary equal to his own. The latter appoints teachers, and has full power to promote or dismiss them.

"Since 1837 when Buffalo appointed its city Superintendent of schools, more than 10,000 such offices have been filled. The superintendent is nearly always elected by the board of education, the length of term varying."\(^1\)

The County Unit is more common in the South. It is not as satisfactory a system of organization as the City Unit because of its political affiliations. Another disadvantage in this plan is lack of efficient pedagogical supervision because of the number of schools included.\(^2\)

"The State is the unit for general school legislation, in that it is supreme." The state does not attempt to exercise supervisory powers over the actual work of instruction

1 Ibid., p. 188.
2 Ibid., p. 189.
since in many states it would be impossible for the State Superintendent to visit all of the schools. In general State Boards exist for the overseeing of State Schools, Teachers' Institutes, the holding of Teachers' Institutes, the gathering and publishing of statistics, and for the examination and certification of teachers.

An interesting item with respect to the electing of a State Superintendent is found in Dexter:

In the great majority of states he is elected by popular vote, and this fact has in many instances given a political flavor to the office which has worked great harm. Coming at the end of the ticket as it usually does in nominating conventions, it is not infrequently apportioned to some geographical locality which has not been represented near its head irrespective of merit, and so it has sometimes happened that the best man has not been chosen. ¹

The National Bureau of Education at Washington was instituted when the need was felt of some "national agency which should act in an advisory relation to the schools of the country, collect statistics, and serve as an educational clearing house." Henry Barnard was its first head. Since its establishment, annual reports have been issued, besides "several hundred separate volumes and pamphlets of great value upon educational topics, such as detailed statistics covering all the educational institutions of the country, special chapters upon the history and philosophy of education in our own and foreign countries and other subjects of value ¹

¹ Ibid., p. 190.
to the student of educational problems." ¹

From the beginning the organization and administration of schools has been indirectly under public control. When equal educational opportunities for all became an apparent necessity, funds for their support had to be provided by taxation. The control of schools and school policies then became "political" interest. "Keep the Schools out of Politics" is a national cry, yet it is misleading. Schools, although we may not wish to admit it, have always been in politics, so the slogan should be "GET the Schools out of Politics". ²

Boards of Education are elected by popular vote, or by appointment of the city council or mayor. This immediately places the stamp of politics on education. The board appoints the superintendent--too often not because of qualifications but rather because of political affiliations. This is not always true, but it is so frequently done that in many cities it has become "just another appointment". Is it not the duty of educational leaders, and also the rank and file of teachers to educate the public to the need of a new method of selecting boards of education and superintendents of schools? Will the methods of the past serve the needs of the present?

¹ Ibid., p. 191.
² Ibid., p. 192.
"I love the police..."
4. The Economic Condition of Teachers.

The keeping of statistical records with respect to the economic condition of teachers did not begin until about 1890. This was not due to lack of interest, however, for statements of writers before that time were numerous concerning the economic status of the teacher. The writings of Mann, Barnard, and Stowe are among them.

It has always been considered that the lowest motive by which teachers should be governed is that of salary. Teaching has always had an element of the "missionary" in it and it is true that a work of love and service does not measure material rewards. So it may be said that teachers should not be expected to concern themselves about their economic condition. But the days of barter are gone. No longer can the teacher accept pay in the form of firewood, in the revenue from small grants of land set aside by the town, or in farm produce. Today the teacher must meet the same economic demands as the rest of society, and in addition the teacher has professional improvement needs which must also be provided for.

Because the school budgets take a large share of the tax dollar, the public is quick to jump at conclusions and follow the cry of economizing propagandists that teachers receive too much pay. Teachers have not gone into conferences with parents, church groups, pressure groups and other
The National Conference on Teachers

The problem of unemployment is one of the most serious problems faced by the economy. The condition of teachers is an important factor in the economic situation. Teachers are often left without adequate support and their salaries are insufficient to meet the needs of the community.

In recent years, there has been a trend towards the elimination of teachers' roles as educators. This has led to a decrease in the number of teachers employed in schools. In addition, the lack of proper training for teachers has resulted in a decrease in the quality of education provided.

It is therefore necessary to address these issues. Steps should be taken to ensure that teachers are provided with adequate support and that their salaries are sufficient to meet the needs of the community. Furthermore, it is important to ensure that teachers receive proper training and are prepared to meet the demands of the modern education system.
interested citizens, and given a true picture of values received for money spent on today's schools.

True, the cost of education began to increase about 1890. From then on to 1918 the cost rose more than 440 per cent. From 1910 to 1920 the cost of education for each inhabitant increased from $4.62 to $9.90 and teachers' salaries increased from $100,000,000 to $450,000,000. The average annual dollar income of the teacher in 1890 was $308. The rise in salaries was slow but steady from 1890 to about 1929, the rise for teachers however, usually being the last to be realized among municipal groups. Then, too, the increase in pay did not affect the real incomes, as the purchasing power of the dollar fell off to such an extent that the increase was offset.

In 1864, the following advice was given to teachers:

Public opinion should be especially educated to a liberal though judicious provision, for the support of institutions of learning. It is a capital error to suppose that a high standard can be maintained at a cheap rate....Notwithstanding the remuneration which has been made in the rate of wages paid to teachers, inadequate compensation is by far too general. I measure the standard in education in any town or city by the salaries paid the teachers....As a rule talent is sure to go where it is best appreciated and rewarded. On this point school officers and the people are not sufficiently enlightened. We should endeavor to make everybody understand that cheap education must generally be poor education and that good education must cost money.¹


The ideals of the teaching profession might have been better realized if the economic condition of teachers, from
interest, therefore, are given a special status of exercise.

The case of a monopoly person or enterprise would be.

Thus, the case of 1920 is just the same as the case of 1800.

The average annual total.

The income of the person in 1800 was $5000. The income in 1800 was.

Therefore, however, the real rate of interest to be derived from

the real income as the real capital power of the holder

Let us first say no expenses. The income was.

In 1800, the following example may be given to teachers:

Profit, of course will be reaped by a return on the original

of some lesser extent of reduction. Now let us examine the idea of

a tax levied upon or may be levied and a tax assessed

and paid, the tax levied on or may be levied and a tax assessed

and paid. I mean to say that the question of what is the

income is a pure question of what is the real rate of interest is

a pure question of what is the real rate of interest.

On the other hand, the question of what is the real rate of interest is

more

The reason is the reason why it has been passed. The reason is the reason why

better reasoning. It is because the reason to reasoning.

I have pointed out, and

(1884) 35.
the beginning of the public school system had been brought out from under its hiding cloak of "professionalism". Teachers could not improve professionally while they were economically bound.

C. Status of Teachers from World War to 1935

1. Improvements of Requirements of the Profession.

From 1837 to 1894 schools for the preparation of teachers were a specialized type of secondary schools. Since 1894 normal schools have been on the college level in most states, since requirement for admission is graduation from a high school, although the number of years of study beyond high school still varied. All normal schools did, however, establish standards of teaching training programs, with courses extending from two to four years. About 1873, the universities and liberal arts colleges established chairs of pedagogy. For many years the normal schools trained teachers for the elementary grades, and the colleges prepared for high school teaching.

Since the early beginnings of teacher training much progress has been made. Most normal schools, particularly in Massachusetts, have increased the years of training to four. At the same time the curricula has been enlarged so that many of the normal schools are known as state teachers' colleges, such colleges having become degree-granting institutions.
The beginning of the public school system had been

marked by the closing of "segregation schools." The

result was a dramatic increase in the number of children

who had previously been denied educational opportunities.

In 1890, a group of teachers from across the country

presented the following report:

Report

On the Importance of Redeployment of the Teacher

From 1875 to 1900, schools for the preparation of teachers

were established along national lines. However, the

majority of these schools had not yet reached a high

level of educational quality. The number of teachers at

these institutions had increased significantly, with

consequences that were far-reaching. As early as 1913,

the need for improvements was evident in the quality of

teachers and the curriculum at colleges and universities.

The emphasis was on providing the necessary courses for

school certification.

Thus, the early pedagogical changes were

undertaken to improve the quality of teaching. Such

changes led to the establishment of more formal schools,

especially in the Midwest. These schools have

emphasized the need for training to

At the same time, the contrarian view has been supported by Frank Smith

of the Howard School, who argued against the need foroped.

Such colleges became known as state-certified colleges.
When the World War came, the public was made more "education conscious". The Alpha tests and other means of measuring education brought home to the citizenry the fact that:

A democratic government depends on a citizenry educated sufficiently to understand and to direct intelligently, efficiently and with justice to all its affairs—private, personal, public and civic. The greater the political freedom of a nation, the greater also is the necessity for the proper education of its people.1

When army men along with leaders of public life, outside the schools, became alarmed it was not hard to get more support for education. Budgets were increased, teachers were better paid, more and better preparation of the teacher was then demanded; overcrowding in schools was relieved by the erection of new buildings, many states increased their length of the school term, courses were offered which enabled many pupils to take advantage of better schooling, and high schools and colleges found their numbers increasing.

Although the requirements of the teaching profession have shown a strong tendency to improve, the study by Edward S. Evenden and others for the Office of Education, made in 1933, reveals that there is still much to accomplish.

As previously stated, the World War made the American people more education conscious. As a result of this awakened interest in education rapid progress was made for

1 Reference lost due to theft of material. Inserted with permission of Prof. Roberts.
five or six years following the war, in the increased amount of preparation of teachers. This affected not only the new teachers but also the teachers in service. The increase in the attendance of teachers in summer schools during that period as well as the large number who attended college on leaves of absence, were according to Evenden, direct results of the general desire of the American public to have better prepared teachers.

A summary of the Survey with respect to Education of Teachers discloses the following facts: 1

1. Even though remarkable progress was made following the World War in increasing the amount of education of teachers, two-thirds of the public-school teachers of the United States did not have 4 years of college education when the Survey data was collected in 1930-31.

2. A distinctly lower standard for elementary teachers was very generally accepted. The difference amounted to approximately 2 years—the difference between completion of junior college and senior college. Some States still issue certificates valid in rural and elementary schools to students who have just completed high-school courses.

3. Individual States exhibited wide variations in all of the elements of teacher education presented in this chapter, viz, amount of education, degrees held, sources of degrees, amount of work in education and practice teaching. Obviously improvements in standards will have to be made by individual States.

4. The larger communities obtained the teachers with the highest level of preparation, the largest proportion of teachers with bachelor's degrees and also the largest proportion of those with advanced or graduate degrees.

5. Only a relatively small number of teachers in secondary schools had master's degrees (about 7 per cent in the junior high school and 15.4 per cent in the senior high school). Less than half of 1 per cent of the senior high school teachers had doctor's degrees. 

---

To the House of Representatives. Sirs: Afterwards, I have, therefore, the honor to submit, in the name of the people of this state, a bill to be entitled as follows:

"An act to establish the office of the United States Senator from the State of [State Name]."

I have also appended hereto a copy of the resolutions of the House of Representatives of the State of [State Name], in furtherance of the said bill.

I shall be happy to answer any questions that may be propounded upon the subject.

Yours, etc.,
[Signature]

[State Name, Date]
ration comparable to that for the doctor's degree is the
typical preparation for secondary teachers in some of
the European countries.

6. Privately controlled and supported colleges and
universities have granted more degrees to teachers than
any other group of institutions. This was particularly
true for the master's degrees and doctor's degrees.
State and municipally supported teachers colleges have
so recently entered the degree-granting field that the
number of teachers with degrees from such institutions
is still small. Twenty-three and a half per cent of the
elementary, 18.5 per cent of the junior high school and
12.3 per cent of the senior high school teachers reporting bachelor's degrees in 1930-31 had obtained them from
State or City teachers colleges.

7. State certification laws and regulations in
nearly all of the States made it possible in 1930-31 for
a teacher to prepare for teaching in one school division
and then accept a position to teach in a different division.
This practice encourages a general education for
teachers with a minimum of preservice professional prepara-
tion—the remainder left to be obtained largely at
the expense of the children during the teacher's first
years of teaching. Data from the Survey indicate all too
clearly that the rural schools and the children in the
rural schools are the ones that suffer most from these
practices.

8. American teachers spent from one-fifth to one-
fourth of their college period in courses in the fields
of education, psychology, methods, and practice teaching.
Even though this item was more uniform among the States
than many other items there were still State variations
from 60 semester-hours (one-half of the college period)
to 15 semester-hours (one-eighth of the college period)
—a variation of 4 to 1.

9. Elementary teachers took much more work in educa-
tion and practice teaching than did secondary teachers
and there were also greater variations in practice.

10. Graduates of teachers colleges have had more
work in education and especially in practice teaching
than have the graduates of other types of institutions.

11. The status of American public-school teachers
in 1930-31 with regard to the extent of their educational
preparation and the professional nature of the preparation
indicate that there remains a large problem of preservice
and inservice upgrading before teaching can be thought of
as having attained the status of a profession.
An interesting comparison of the training of teachers in early colonial days with the improved requirements of to-day could be made in a detailed study, obviously impossible in this survey.

Chart 2.G. shows graphically the education of the secondary school teachers of to-day. The secondary school teacher is, under present conditions, the highest paid and is required to have the most training of the public school classroom teachers, hence the selection of this section of the teaching group.

Professional training of teachers for the public schools of the United States is usually given in Normal Teachers' Colleges, Schools of Education, in Colleges and Universities, teacher training classes in connection with Summer Schools and through work done by correspondence and in extension classes.

Two years of study beyond High School graduation is the commonly accepted standard for professional training of teachers in elementary schools. The courses pursued give the proper perspective of subject matter and teaching technique.

At the present time it is generally required that:

All teachers in public, elementary and high schools must hold appropriate licenses or certificates which are issued by the state, or by some other authority, under general school law. Such certificates are generally issued on examination or on evidence of successful study in normal schools, teachers' colleges, teacher-training classes, in High School, or on diplomas of graduation or other accepted credentials from institutions of higher learning.  

1 Edgar W. Knight, "Education in the United States." p. 22.
An Interagency Committee of the Council of Education in the United States, with the cooperation of the Department of Education, has been formed to study the problems of education in the United States.

The committee is composed of representatives of various educational organizations, including colleges, universities, secondary schools, and community agencies.

The committee's primary purpose is to study the educational needs of the United States and to make recommendations to the appropriate federal agencies.

The committee has already conducted a thorough survey of educational institutions in the United States and is currently working on a comprehensive report on the state of education in the United States.

The report will be submitted to the appropriate federal agencies for consideration and possible action.
HOW MUCH MONEY DO HIGH SCHOOL TEACHERS EARN?

- Over 100,000
- 30,000 to 100,000
- 10,000 to 30,000
- 5,000 to 10,000
- 2,500 to 5,000

MEDIAN SALARY

- $2436
- $1834
- $1603
- $1379
- $1260

HOW MANY HIGH SCHOOL TEACHERS ARE WOMEN?

- Women single: 55.7%
- Men married: 22.4%
- Women married: 7.2%
- Men single: 12%

HOW MUCH EDUCATION DO THEY HAVE?

- 4 years of college: 58.1%
- 1 year of graduate work: 20.2%
- 3 years of graduate work: 5.9%
- 4 years of college or more: 12.7%
- 4 years of high school or less: 15.7%
- College graduate or more: 87%
- Not college graduate: 13%

HOW OLD ARE HIGH SCHOOL TEACHERS?

- Under 25.5: 25%
- Under 30: 50%
- Under 37: 75%
- 75% are younger than 37 years
- 25% are 37 years or older
- 25% are between the ages of 25.5 & 30 years
- 25% are between the ages of 30 & 37 years

Taken from *Highschool*, V.1, No.2, p.6, Oct.12,1935.
The kinds and grades of certificates were fixed by state law or by regulation of the state department. Some of the larger cities have been granted the right to determine their own professional requirements for admission to their respective departments.

In 1934 the Senior Specialist in Teacher Training, U.S. Office of Education, addressed the State Directors of Teacher Training as follows:

"The gross inequalities in the preparation and experience of teachers of boys and girls born in different geographical areas of this country to my mind is one of the characteristics of American education that cannot be given too much attention.

"Data concerning the education of more than half the teachers in one-teacher schools secured by the Office of Education from country superintendents in 1930 showed that the median amount of preparation beyond elementary grades was only two months higher than high school graduation for white teachers and only two years and six months above elementary school for Negro teachers. The median is probably somewhat higher in 1934, but not a great deal higher. As a contrast, in a fairly large city, Cincinnati, which I choose because we have data from 1934-35, the median is four years or more above high school graduation, for all elementary teachers, both white and colored.

"In other words, if your child is born in the country, and goes to a one-teacher school, the chances are he will have a teacher who is a high school graduate with a semester or two of college work; if he is born in Cincinnati, he will have a college graduate or better for a teacher. When we speak of the educational rights of children, we have gotten into a live topic.

"As to experience, if your child attends a one-teacher school, the chances are that his teacher will be a girl who has taught a little more than two years and eight months. If he attends elementary school in Cincinnati, the chances are his teacher will have had 17.7 years experience. We know that the typical teacher improves in efficiency through experience for a number of years, in large cities like Cincinnati, which have em-
The above information is to be considered only as a tentative plan and is subject to change at any time. The State Department of Education has been granted the right to determine the purpose and content of the State Teacher Training Program. It is the responsibility of the State Department of Education to develop such programs and to assure that they meet the needs of the public school system.

In the Office of Education, the State Teacher Training Program is administered by the Director of the Teacher Training Office. The Director is responsible for the development and implementation of the program.

The program is designed to prepare teachers for the elementary grades, secondary grades, and special education. The program includes coursework in educational psychology, mathematics, science, social studies, and language arts.

In order to graduate from the Teacher Training Program, candidates must complete a minimum of 150 semester hours of coursework. These courses are designed to provide a comprehensive understanding of the basic principles of education.

Candidates for the Teacher Training Program must meet certain eligibility requirements. These requirements include a minimum of 18 high school credits, a minimum of 3.0 grade point average, and satisfactory letters of recommendation from their previous teachers.

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phasized inservice preparation of teachers, such improvement may extend for a dozen years or more, depending upon the individual teacher.

"And that is not all. Preparation and experience are only two measures of the efficiency of a teacher. The general culture, knowledge of the world, maturity, balance, seriousness of purpose, and many other qualifications of a teacher who is a college graduate and who is well experienced, may reasonably be expected to be much better than those of the high school graduate with a semester or two of college work, and with very limited experience. We cannot do so very much about the older teachers now on the job, except to see that they go to school as often as they can afford it, and otherwise encourage or force them to improve in service. However, we can take hold of the situation by somewhat different methods in respect to the employment of new teachers. However, here again we have a situation that results in unequal rights for children. In going over the certification requirements for the last year, I found that it was possible for teachers to secure the lowest grade certificates on examination, with no scholarship prerequisites specified, in the printed regulations, in at least seven States. Then there were about a half-dozen States that gave certificates on examination, with high school graduation or equivalent specified as a prerequisite. In respect to certificates issued upon normal school or college credentials, about 16 certificated on the basis of one year of normal school or college work; two States accepted less. On the other hand, there are at least three States that require four years college or the equivalent as a prerequisite for elementary teacher certification: California, Delaware and Rhode Island. The District of Columbia also belongs on this list."

a. Improved economic condition.

Barnard in his Journal of Education for 1864 states:

One of the principal means of elevating the character of teachers is to increase the demand for accomplished teachers....If asked to describe in the fewest words the best system of public instruction I should say it is that which secures and retains the services of the best teachers. To accomplish this three things are necessary--(only one has reference to this topic.)

1 Benjamin W. Frazier, Senior Specialist in Teacher Training, U. S. Office of Education, to the State Directors of Teacher Training at Convention of Superintendence in 1934.
1. The situation of the teacher must be made desirable by adequate compensation.¹

At about the same time Calvin E. Stowe D. D. in a talk to Normal Schools and Teachers’ Seminaries said:

....It is not generally expected that teaching will ever become a lucrative profession or that many will enter it for love of money, or if any should enter it from such a motive they would ever be very useful in it. All teachers ought to have a comfortable support and a competency for the time of sickness and old age....What ought to do and what is in such a world as this are often very different things. If a competency is gained by teaching very few will ever expect to grow rich by it....Other motives, love of children and doing good, must actuate.²

Teachers who entered the profession for pecuniary reward need only to refer to articles such as the above to realize that teaching was never meant to be a means toward economic security. That most teachers have considered salary as secondary, is easily seen if an examination of the length of service and salaries of teachers is made. Those who have not been primarily interested professionally, have usually left the service to enter other better paying fields as soon as the opportunity came. To be a good teacher, requires happiness and contentment, and a teacher cannot be happy if love of teaching rather than money is not paramount.

Yet teachers must live! Teachers must face the same economic responsibilities as all other classes of people. The teachers initial outlay in preparation for the profession,

² Ibid., page reference lost through theft.
is a large one. It is an expense which should not stop with appointment to a teaching position, for the good teacher desires to continue professional growth. Teachers cannot meet the added expense of professional improvement and keep up the standing in the community which is desired of teachers, unless expenses can be paid. Does it not seem that salaries in the teaching profession have been deplorably inadequate to meet the demands of the profession?

Teachers were slow at the beginning of the World War to come forward and expose their economic plight to the community. While prices soared, teachers salaries were stationary. The question of salary was a hard one for teachers to discuss. They feared that they would be accused of being mercenary rather than professional.

About the year 1920, however, the relatively unfavorable economic status of teachers compared with that of workers in the field of industry, led many persons into occupations other than teaching. At the St. Paul Convention of the American Federation of Teachers in 1920, the attention was directed particularly to the shortage of teachers throughout the country as well as to the low salary schedules prevailing everywhere. Teachers, who were also parents, at the convention, formulated a slogan--

There may be teachers who are not worth a $2000 salary, but my children are worth a teacher who receives
There may be teachers who are not worth a $5000 salary, but all children are worth a teacher who teaches.
at least that much.  

The same organization also set a high minimum wage, and high professional qualifications as two standards for teachers. Many of the teachers however, were not in favor of applying the above standards. The fact that teachers themselves were not in favor of such a requirement should cause questioning on the part of the public. Why do they fear to explain their stand on a salary question? And more important than the salary question, why fear high standards of professional qualifications? Are too many teachers accepting the tax payers' money and giving too little in return? Do too many teachers feel that they have kept their eyes, ears and minds closed for too long a time against one of the first requirements of their chosen work--professional improvement? When teachers can openly face such questions, the attitude of the group and the public, too, may be considerably changed toward the schools.

The period following the World War was one of steadily increasing salaries for teachers--more so, perhaps, for teachers than for other groups of workers who had already secured substantial increases during the war. Delayed increases brought teachers' salaries in 1928-29, 1929-30 to a point where teachers were generally being paid more than they had ever been paid before--actually as well as in purchasing power. It is evident that the effect of a 10 year period of increasing salaries for teachers with its double action effect on over supply caused a surplus of teachers. More wanted to get into

the profession. ¹

Other groups had fared well, with respect to salaries, long before the teachers. It is not intended that the above quotation shall be interpreted as implying that the teachers were overpaid, or even that they were paid enough.

The teachers economic condition was improved for a decade following the World War. Then 1930 brought a gradual decline, due to many contributory causes, some of which will be considered in Section V. By 1932 and 1933 the attacks upon teachers' salaries had become so numerous, that even the placid N. E. A., which to date had not become seriously alarmed concerning the economic plight of the teachers, started a vigorous campaign through its Journal and at its conventions, against the slashing of school budgets, most of the cutting being from salary allowances. Newspapers took up the struggle in behalf of teachers, that it—those newspapers did which were not controlled by "Big Interests". The Christian Science Monitor, one of the defenders of the schools, published the following editorial: (See Fig. 2.)

"Now why should teachers thus be put last on the public payroll? Is the service they are rendering to society of negligible value and of less importance than that given by manual laborers? Merely to answer the question is to answer it with a ringing negative. "The public that consents to a continuance of such wrong against school teachers is at the same time in- juring the children by lowering the quality of teaching

The proposition.

Other groups had been well with respect to salaries
and protection of the teachers. It is not necessary that the
differential be increased as inviting that the teachers
were very satisfied. It was not necessary to have that we were being

The local school board condition was important for
become follows the World War. Then 1918 produced a change
because, if we can create a sense of progress, some of which will
be continued in section V. By 1925 and 1930 these
have the

when teachers' salaries had become so important, that

striving conscience the economic plight of the teachers.

striving a stronger conscience stronger the country and of the

striving, enable the attention of food budgets, nevertheless look up to

the cutting back from salary allowances. Nevertheless look up to

the situation in general of teachers, that it develops a

striving all which were not contributed to the

striving Science MOTION, one of the helmsmen of the schools.

brought the following suggestions (see Fig. 3).

why make school teachers thus be put faster on the

world's science? To the service of the educational

society of education, raise and to ease importance the

weight to shown the

The public first consciousness of a

world school social consciousness is at the same time in

write the opinion of lowering the difficulty of reading

I attended, grade three, Teachers' College, Vol II, p. 28.
THE DESCENT OF TEACHERS' SALARIES DURING THE ECONOMIC CRISIS

All U.S. school teachers 1930 ($1420, average)
City teachers 1933-34 ($1416, average)
All teachers '33-34 ($1050)
Rural teachers 1930 ($926)
Average rural teacher 1933-34 ($750)

"Blanket code" minimum for unskilled factory labor. $728

40,000 rural teachers below this figure 1933-34

1930 average for Negro teachers ($368 - rural)

1933-34 -- Some Negro school teachers

Taken from United States Government Printing Office, Leaflet No. 44.

Fig. 2
and inspiration they receive: for how can teachers in want of the necessities of life, distraught with anxiety, and denied means of cultural and mental enrichment, because of straightened finances—how can such teachers give of their best to the pupils committed to their charge?"^1

This is only a sample of the many articles written during the height of the decline in the economic security of teachers. Teachers' bulletins, magazines, labor organizations, all gave space in their publications to try to enlighten the public concerning the plight of the schools. There is no doubt that enlightened public opinion, as slight as it has been, has done some good in helping to stem the downward trend. Teachers are not back to the peak years, nor can they hope to be until other groups can rise out of the depression with them. Some cities and towns however have reported returns to their former salary schedules. Refer to Chart 3.

The problem with respect to teachers' salaries, may be "affected by supply and demand, as well as general economic conditions,"^2 yet there are factors which must operate to supply the type of teachers desired.

Teachers of a kind may always be had if qualifications are sufficiently low, but to insure a supply of teachers of the sort demanded by the needs of modern civilization is quite another matter. The problem is to induce the public to insist upon highly qualified teachers and to be willing to pay the price. What may appear to the citizens to be a rate of pay comparable with other occupations or to be based on the cost of living may be

^1 Editorial, Christian Science Monitor, (December 2, 1933)
This is only a sample of the many articles written during

the period of the selection in the economic security of teachers.

Teachers' publications are major sources of information for the public.

There is no doubt that the selection of the school.

Teachers are often asked to give some hours in helping to teach the government.

...not peak to the peak, never out of the government with them. Some teachers are teachers who have regular tenure to their lower

salary schedule. Venerable Grant to Charter

...what growth can rise out of the government with them.

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Salary Reductions and Restorations

The Massachusetts Teachers' Federation report of January 23, 1938 gives the following information concerning salary conditions.

The following 54 places have discontinued cuts or contributions formerly in effect:

- Acton 5-10%
- Arlington 10%
- Ashland 10%
- Avon 5-7%
- Barnstable 10%
- Becket 5%
- Belchertown 5%
- Berkley 10%
- Beverly 10%
- Billerica 10%
- Blackstone 5%
- Bolton 5-10%
- Boston 5-15%
- Bourne 5%
- Brewster 5%
- Bridgewater 5-15%
- Brimfield 5%
- Brookfield 15%
- Brookline 10%
- Ballston 5%
- Cambridge 5%
- Carlisle 5-10%
- Chestnut 5%
- Concord 5%
- Dennis 10%
- Douglas 5%
- Dover 10%
- Dracut 5-10%
- Easthampton 10%
- Erving 10%
- Fitchburg 5-10%
- Gay Head 10%
- Gloucester 10%
- Hadley 10%
- Hanover 5-10%
- Hopkinton 10%
- Hudson 10%
- Hull 10%
- Huntington 10%
- Ipswich 5%
- Littleton 5-10%

- Marshfield
- Medfield
- Medford
- Medway
- Natick
- Norfolk
- Orange
- Oxford
- Peabody
- Pepperell
- Pittsfield
- Salisbury
- Scituate
- Somerville
- Southbridge
- Springfield
- Templeton
- Ware
- Webster
- W. Bridgewater
- Westford
- Westminster
- Westwood
- Wilbraham

The following places have voted to restore sick-leave allowances formerly discontinued:

- Easton
- Halifax
- Hanover (partly)
- Hanson (partly)
- Hyannis
- Kingston
- Northboro (partly)
- Norton
- Norwell (partly)

- Eastham
- Fitchburg
- Framingham
- Gardner
- Holden
- Holyoke
- Kingston
- Lancaster
- Lawrence
- Leicester
- Leominster
- Leverett
- Lincoln

- Bedford
- Brockton
- Burlington
- Cambridge
- Charlestown
- Chelmsford
- Chelsea
- Cohasset
- Dartmouth
- Duxbury
- Easthampton
- Easton
- Falmouth
- Fitchburg

In order to compare the conditions in this state at the height of school cuts with the conditions now, let us repeat the report of the Massachusetts Teachers' Federation of May 26, 1988, showing the results of a statewide salary survey of the 855 towns and cities in this state.

- 1 - 5% cut: 41 towns
- 6 - 10% cut: 111 towns
- 11 - 15% cut: 32 towns
- 16 - 20% cut: 20 towns
- 21% or greater: 10 towns

There was no excuse for reducing teachers' salaries.

Dr. William Trufant Foster

The cost of living has gone up since 1933 and is still rising. U. S. Department of Labor statistics record an average increase of 9½% since March, 1933, and an increase of 18% in the cost of food and clothing.

Wages and salaries are increasing to keep pace with the increasing cost of living. Since February, 1933, the Federal Government has restored 10% of its employees' 15% reduction; the remaining 5% will be restored July 1, 1933. Private industry is following the lead.

Teachers' salaries are being restored in both the nation and the state. Three hundred and eighteen cities throughout the United States either maintained their regular salary schedules or have restored pre-depression schedules.

In this state, 84 places have restored all reductions in teachers' salaries, 50 places have restored part of the reduction, making 134 towns and cities that have acted favorably.
far from it, for teachers incur expenses which may be unnecessary in other occupations.

Among the extra expenses are professional organizations, improvement study, professional reading, summer school attendance and travel.

2. The Teaching Load.

The teaching load may be discussed from various angles. It may be considered in terms of the number of teaching periods per week, the size of classes, or the assignment of teaching programs with reference to the relative difficulty of teaching subjects. The last plan is, no doubt, the poorest, since the relative difficulty of teaching different subjects is controversial. Rarely is allowance made in a teacher's program because of extra curricular activities, so named here because they are the specific activities such as athletics, dramatics, hiking clubs, and others too numerous to mention which demand many hours outside of scheduled school time.

The teaching load irrespective of the method of planning the program, has been materially increased. No department store manager would consider assigning two departments to a counter clerk to handle. He would fear loss of trade due to poor service. No efficiency manager in an industrial plant would recommend the running of 8 frames in a room, by one man, when satisfactory output could only be obtained by

1 Ibid., p. 169.
The teaching load may be changed in terms of the number of teaching periods per week, the size of classes, or the nature of teaching programs, with reference to the relative difficulties of teaching subjects. The last plan is, no doubt, the best, since the relative difficulties of teaching different subjects are in continuous change. Factors to influence make in teaching, such as physical conditions, climate, and other factors, must be considered. While the teaching load is increased, the method of planning the program, the need for efficient instruction, and efficient use of personnel, must be considered. Many counter measures can be taken to meet this need if a counter plan is prepared. The most effective course of action that can be undertaken is to have an integrated plan of teaching services. No efficient measure can be taken to improve one's work, unless the running of the program is as efficient as possible. The use of a comprehensive system of control can only be effective in the long run.
keeping a ratio of 4 frames to an operator. Yet, the schools are not concerned with an operating load for efficiency. Too many teachers are handling classes of 50 pupils in spite of the findings of educational experts proving that 35, average intelligence pupils, are a sufficient maximum for schools below the post-secondary level. High School groups that should contain 25 students have 40 in crowded classrooms. And to make matters worse, teachers have not only an increase in the size of their classes, but they find their teaching programs extended from 20 teaching hours to 25 and 27. The reason for this is obvious.

Does this increasing load constitute a saving? It does not seem to accomplish its purpose. When teachers can not, due to increased demands, give individual attention to pupils, the child suffers. Many times this means non-promotion, hence a loss to the city of the child's expense for one year's schooling, not mentioning what it may have done to the child psychologically. More and heavier teaching demands prevents professional improvement of teachers, and also takes away their time from educational research. The teacher's strength is not everlasting, and the pupils are bound to lose as the teacher's enthusiasm and vigor are gradually worn.

Professor Counts of Columbia University says:

Fay Adams, "Teaching the Bright Pupil". p. 52.
Keeping a steady line to an objective. Yes, the secret
are not concerned with the easy thing to do or struggle. To
make teachers are fortunate ones of 20 mania to bite to
the littlest of subordinate experts, owning that, improve,
intelligence finds to a meaningless extent. The secret to
the present high school grades that point
for the best-sociology level. High school grades that point
out this fact to surprise. Why to
conclude S's students have 0% to show how absolutely. And to
make matters worse, teachers have not only to improve in the
use of their classes, put their hand in the teaching doctrine
extending from 0% learning hours of 25 and 30. The reason for
tlies the opposite.

Does the interest in some constitute a meaning? I have
not seen in schools the outcome. Why teachers can not
give instructions to the majority. The only thing that makes our
possibility, our mentality with the,
"Recently an appeal was sent to the State Commissioner of Education urging him to take action toward reducing the size of classes in New York City public schools. Documented with numerous citations and supported by educators, administrators and teachers, the appeal set forth advantages that might follow such reductions. It stated that savings effected through 'reduced retardations, juvenile delinquency and children infected with contagious diseases will far exceed the salaries of the necessary additional teachers'.

"There is a dearth of scientific data on the question of the large class versus the small class. We know that overcrowded classrooms, heavy teaching loads, lack of individual pupil attention, must inevitably affect adversely the quality of education.

"It is almost impossible for the average teacher with a class of forty or more children, to attempt more than group instruction. The result is one of the worst forms of regimentation; the individual is sacrificed to the mass. The pupil-teacher relationship becomes mechanical, superficial, unhealthy.

"For several generations educational leaders have been debating the problem of class size. A dozen or more investigations have been made; but thus far no comprehensive study has been attempted. In most of the studies made thus far, promotion and examination marks have been the instruments of appraisal. Estimated by these measures, large classes have appeared almost as successful as small ones. But in these surveys for the most part such matters as intelligence, age, length of class period, teaching method, nervous energy consumed, social and moral development and long-term effects on both teacher and pupil have been overlooked.

"Today we realize that any study that leaves the teacher out of the picture or ignores the personal growth of the pupil fails to go to the heart of the problem.

"The importance of the problem is revealed in the statement by the New York City Board of Education that the contemplated reduction of high school classes from 31.5 to 28 would cost an additional $5,000,000. Hence every school superintendent, in these days when he is mercilessly pressed on all sides to economize, eagerly awaits the results of authentic experiments that might show him a way out of his difficulties. If raising the class register a notch or two will save him millions of dollars, he is strongly tempted to put it up.

"Because of the smaller classes in outlying districts of New York, many classes are far above the average. Classes of more than fifty pupils are by no means
rare; and classes of over forty are numerous. Teachers are made to bear loads that are far too heavy for them—loads that in the long run must lead to intellectual and cultural impoverishment if not to actual physical breakdown. And the size average is steadily going up.

"The increase in size that is going on at present represents an effort to economize at the expense of boys and girls. Not only is it a social injustice to ask teachers to handle these large classes but it is also educationally unsound and harmful to the children. The thirty-fifth annual report of the Superintendent of Schools shows that in September, 1932, 199,160 pupils in the elementary schools, or 28.27 per cent out of a total of 682,632, were repeating the grade or had previously repeated one or more grades. Out of a total of 22,337 pupils registered in day high schools, 68,191 pupils, or 30.95 per cent, were retarded one term or more.

"How close is the relation between this high retardation rate, and excessive teaching loads is a question that could be answered adequately only by a major survey of the city's school system.

"Rigidity in class size is of course not to be defended. In the ordinary work of the elementary grades the maximum should perhaps not exceed thirty. But where subjects are departmentalized the number might in some instances be permitted to rise above this figure. Thus, in certain types of classes, in music or physical education, larger groups can be cared for. Yet even in these subjects, if any instruction is necessary, the teacher must be able to give attention to the individual.

"If a teacher is to diagnose difficulties and administer proper corrective measures, the class cannot be too large. In order to do his work properly the teacher must know his pupils. He must know each pupil, his personality, his home, his life outside the school. Perhaps one reason why the school has so little influence on the community is that classes are always so large that the teacher is unable really to know his pupils.

"Even though it might be demonstrated that reading, writing and arithmetic can be taught quite as efficiently in large classes as in small, the problem of class size would still remain unsolved. The educational problem is not merely one of teaching pupils conventional subject matter. The schools of today are far superior to the schools of the last generation in the matter of achievement in the usual school disciplines. The development of habits of work and the formation of character are
Professor County notes the figures of the University of Mississippi, and the University is not taken into consideration.

The necessary procedures to be solved in schools prior to the college level.

A sympathetic sympathy of Roger Bannister, renowned steerer, efficiently.
# Junior High School Survey

**Data as of January First — School Year 1934-1935**

**Systems with Over 500 Pupils in Junior High Schools**

<table>
<thead>
<tr>
<th>Name</th>
<th>Time</th>
<th>Lunch</th>
<th>No. of Periods</th>
<th>Length of Periods (minutes)</th>
<th>Length of School Day</th>
<th>No. School Days Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitchburg</td>
<td>8:00-12:00</td>
<td>10 Min.</td>
<td>6</td>
<td>35-39</td>
<td>3 Hrs. 35 Min.</td>
<td>174</td>
</tr>
<tr>
<td>Athol</td>
<td>8:30-3:00</td>
<td>1 Hr. 5 Min.</td>
<td>6</td>
<td>45-45</td>
<td>4 Hrs. 35 Min.</td>
<td>178*</td>
</tr>
<tr>
<td>Methuen</td>
<td>8:30-1:30</td>
<td>20 Min.</td>
<td>6</td>
<td>40-49</td>
<td>4 Hrs. 40 Min.</td>
<td>179</td>
</tr>
<tr>
<td>Dedham</td>
<td>8:30-1:30</td>
<td>20 Min.</td>
<td>5</td>
<td>55-59</td>
<td>4 Hrs. 40 Min.</td>
<td>178</td>
</tr>
<tr>
<td>Brockton</td>
<td>8:00-1:00</td>
<td>15 Min.</td>
<td>7</td>
<td>40-44</td>
<td>4 Hrs. 45 Min.</td>
<td>181</td>
</tr>
<tr>
<td>Framingham</td>
<td>9:00-3:00</td>
<td>1 Hour</td>
<td></td>
<td></td>
<td>4 Hrs. 45 Min.</td>
<td>180*</td>
</tr>
<tr>
<td>Waltham</td>
<td>8:20-3:00</td>
<td>1 Hr. 20 Min.</td>
<td>6</td>
<td>50-55</td>
<td>4 Hrs. 45 Min.</td>
<td>173*</td>
</tr>
<tr>
<td>Chelsea</td>
<td>8:30-2:00</td>
<td>25 Min.</td>
<td>5</td>
<td>55-59</td>
<td>4 Hrs. 5 Min.</td>
<td>180</td>
</tr>
<tr>
<td>Springfield</td>
<td>8:30-2:30</td>
<td>25 Min.</td>
<td>5</td>
<td>60-64</td>
<td>5 Hrs. 5 Min.</td>
<td>180</td>
</tr>
<tr>
<td>Lowell</td>
<td>8:30-3:15</td>
<td>1 Hr. 45 Min.</td>
<td>8</td>
<td>50-55</td>
<td>5 Hrs. 5 Min.</td>
<td>176*</td>
</tr>
<tr>
<td>Woburn</td>
<td>8:10-1:30</td>
<td>20 Min.</td>
<td>6</td>
<td>40-44</td>
<td>5 Hrs. 5 Min.</td>
<td>178</td>
</tr>
<tr>
<td>Wellesley</td>
<td>8:30-2:15</td>
<td>30 Min.</td>
<td>7</td>
<td>45-54</td>
<td>5 Hrs. 5 Min.</td>
<td>181</td>
</tr>
<tr>
<td>Belmont</td>
<td>8:15-1:45</td>
<td>30 Min.</td>
<td>7</td>
<td></td>
<td>5 Hrs. 5 Min.</td>
<td>171</td>
</tr>
<tr>
<td>Newton</td>
<td>8:30-2:15</td>
<td>25 Min.</td>
<td>6</td>
<td>50-54</td>
<td>5 Hrs. 5 Min.</td>
<td>180</td>
</tr>
<tr>
<td>Arlington</td>
<td>8:30-3:15</td>
<td>1 Hr. 30 Min.</td>
<td>7</td>
<td>40-44</td>
<td>5 Hrs. 5 Min.</td>
<td>177*</td>
</tr>
<tr>
<td>Medford</td>
<td>8:15-1:45</td>
<td>25 Min.</td>
<td>6</td>
<td>40-44</td>
<td>5 Hrs. 5 Min.</td>
<td>174</td>
</tr>
<tr>
<td>Revere</td>
<td>8:30-2:00</td>
<td>25 Min.</td>
<td>6</td>
<td>45-49</td>
<td>5 Hrs. 5 Min.</td>
<td>178</td>
</tr>
<tr>
<td>Everett</td>
<td>8:00-1:30</td>
<td>22 Min.</td>
<td>7</td>
<td>40-44</td>
<td>5 Hrs. 8 Min.</td>
<td>179</td>
</tr>
<tr>
<td>Lexington</td>
<td>8:10-1:50</td>
<td>25 Min.</td>
<td>5</td>
<td>55-59</td>
<td>5 Hrs. 10 Min.</td>
<td>186</td>
</tr>
<tr>
<td>Watertown</td>
<td>8:20-2:20</td>
<td>30 Min.</td>
<td>6</td>
<td>45-49</td>
<td>5 Hrs. 10 Min.</td>
<td>177</td>
</tr>
<tr>
<td>Pittsfield</td>
<td>8:30-2:30</td>
<td>30 Min.</td>
<td>6</td>
<td>50-54</td>
<td>5 Hrs. 10 Min.</td>
<td>186</td>
</tr>
<tr>
<td>Somerville</td>
<td>8:30-2:30</td>
<td>30 Min.</td>
<td>7</td>
<td>45-49</td>
<td>5 Hrs. 18 Min.</td>
<td>175</td>
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<tr>
<td>Quincy</td>
<td>8:30-2:30</td>
<td>30 Min.</td>
<td>6</td>
<td>45-54</td>
<td>5 Hrs. 20 Min.</td>
<td>181</td>
</tr>
<tr>
<td>Lynn</td>
<td>8:15-2:20</td>
<td>41 Min.</td>
<td>8</td>
<td>40-44</td>
<td>5 Hrs. 24 Min.</td>
<td>170</td>
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<tr>
<td>Winthrop</td>
<td>8:20-2:20</td>
<td>25 Min.</td>
<td></td>
<td>45-49</td>
<td>5 Hrs. 28 Min.</td>
<td>187</td>
</tr>
<tr>
<td>Holyoke</td>
<td>8:30-3:30</td>
<td>1 Hr. 30 Min.</td>
<td>5</td>
<td>50-54</td>
<td>5 Hrs. 30 Min.</td>
<td>188*</td>
</tr>
<tr>
<td>Malden</td>
<td>8:30-3:30</td>
<td>1 Hr. 30 Min.</td>
<td>7</td>
<td>40-44</td>
<td>5 Hrs. 30 Min.</td>
<td>178*</td>
</tr>
<tr>
<td>Worcester</td>
<td>8:30-3:00</td>
<td>1 Hour</td>
<td>7</td>
<td>40-44</td>
<td>5 Hrs. 30 Min.</td>
<td>180*</td>
</tr>
<tr>
<td>Fall River</td>
<td>8:30-2:30</td>
<td>25 Min.</td>
<td>7</td>
<td></td>
<td>5 Hrs. 35 Min.</td>
<td>182</td>
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<tr>
<td>Boston</td>
<td>8:30-2:30</td>
<td>20 Min.</td>
<td>7</td>
<td>40-44</td>
<td>5 Hrs. 35 Min.</td>
<td>183</td>
</tr>
<tr>
<td>Greenfield</td>
<td>8:40-3:15</td>
<td>1 Hr. 30 Min.</td>
<td>6</td>
<td>55-59</td>
<td>5 Hrs. 35 Min.</td>
<td>178*</td>
</tr>
<tr>
<td>Adams</td>
<td>8:30-3:30</td>
<td>1 Hr. 10 Min.</td>
<td>7</td>
<td>50-54</td>
<td>5 Hrs. 50 Min.</td>
<td>181*</td>
</tr>
<tr>
<td>New Bedford</td>
<td>8:30-3:00</td>
<td>30 Min.</td>
<td>6</td>
<td>55-64</td>
<td>6 Hours</td>
<td>188</td>
</tr>
</tbody>
</table>

* Two sessions. All others are one session.
3. The Teacher's Tenure.

Tenure and academic freedom are questions of extreme importance to the teacher today. Local, State, and National organizations of teachers are openly coming to the front in their defense.

The American Federation of Teachers considers tenure of vital importance, not only from an economic point of view but also from a social one. It feels that teachers are appointed to positions chiefly because of their preparation for the work, and the quality of the service rendered will be raised if the teacher has no cause of anxiety concerning dismissal, etc. There is also a feeling that tenure would attract able young men and women to the profession.

Today, whether the profession will admit it or not, teachers are constantly subject to the political set-up of the government. The taking of loyalty oaths is an example of the challenges offered to the tenure protection, and the professional standing of teachers in relation to their rights as citizens.

The N. E. A. and the Progressive Education have also declared an unqualified support and enforcement of tenure.

There are many however, within and without the profession, who feel that tenure may be as harmful as it may be beneficial. Theirs is a fear with some degree of justification. When
The Teacher's Temple

Teachers and school leaders are charged to maintain

importance of the teacher today. However, the temper

isolation of teachers are vastly coming to the point in

their nature.

The American Federation of Teachers committee, since

Artic importance, not only to an economic basis of view but

also a social one. It leads that teachers are subjected

to conditions slightly, because of their presentation for the work.

and the majority of the service rendered will be passed to the

teacher and on course of society, because to evermore, ability with

where is also a lesson that tenure monotonous affect the young

seen any money to the presentation.

Today, another the presentation will shift to our own

teachers are constantly subject to the difficulty of the

government. The taking of faculty alone is on example

of the difficulties offered to the tenure proposition and the

presentation of faculty to teachers in relation to short tenure

as effective.

The A. A. say the progressive education have also get

changes in administrative support and supplementation of tenure

there are many however, without any without the presentation

who feel that tenure can be part of it may be penalized.

There is a trend with more greater of institutionalization. When
teachers accept tenure, they should wholeheartedly agree to accept its responsibilities. Tenure should call forth the best that the teacher has to give, in service and improvement of service. Tenure should not give the teachers any rights or privileges to so conduct themselves as to be considered guilty of unprofessional conduct.

The profession must see to it that tenure does not become a selfish means of protection on the part of those teachers who would benefit the group by leaving the teaching profession. Teachers, as is true in all other groups of workers, must accept their duties and rights and fulfill them. They must not abuse them.

Tenure for Teachers, a pamphlet issued by the American Federation of Teachers contains valuable information about the question of tenure from the viewpoint of its inadequacies in some states, and the advantages of properly regulated tenure. With respect to the Massachusetts tenure it contains the following Digest:

Tenure—permanent.
Application—all of Massachusetts except Boston.
Probationary period—three years.
Usual causes for dismissal—unbecoming conduct is the only cause specifically mentioned.
Removing agency—School Committee—two-thirds vote of whole committee, or on recommendation of superintendent.
Appeal—none provided for.\(^1\)

\(^1\) "Tenure for Teachers", American Federation of Teachers, p. 14.
4. Supply and Demand.

During and immediately following the World War, other lines of work offered more remuneration than teaching, consequently there was a serious shortage. Histories of Education in the United States reveal that there have been recurring periods of "shortage", and of "surplus" in the supply of good teachers available. When times were good there were not enough teachers, and when times were bad there were too many. This statement proves that teaching has been held in such low public esteem that many teachers leave the profession as soon as other work offers more money, and when times are bad turn to the profession because other work is not available.

One reason for the low professional standards of teachers as revealed by the Study of Teachers' Education in the United States, made by the Office of Education at Washington, is the large number recruited from High Schools to enter the teaching field during the serious shortage during and immediately following the World War. At that time little attempt was made to maintain standards.

As one county superintendent said in talking about his methods of issuing temporary certificates to teachers, 'Of course, I cannot maintain standards. It's all I can do to maintain schools.'

Within ten years the situation was reversed. So many

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certificates had been issued that school authorities were worried, particularly since many had been urged to enter teaching who were not well trained for it. They were urged to enter the profession to "save the schools", and when the schools were "saved", they were reluctant to relinquish their positions, even though others were better prepared for them.

There have been many exaggerations about the oversupply of teachers since 1929. The stories that there were enough unemployed teachers to fill the needs for many years to come, have caused those who would decrease school budgets to capitalize the statements, and freely suggest that teachers who were not willing to accept heavy decreases in salary would find many ready to step into a vacant place. Some of these statements have been considered too extreme. The true factors in oversupply were not presented. The Study of Teacher Personnel in Public Schools in the U. S. lists the factors in order that any "future computations may make proper allowance for them."

They are:

a. Many of the unemployed teachers were inadequately prepared and should never have received teachers' certificates. It is unwise to include such teachers, either employed or unemployed, in computation of unemployment unless an allowance is made for that proportion of them who will bring their preparation up to the approved minimum within a reasonable period of time.

b. It is inaccurate to assume, if the number of unemployed teachers is, for example, 10 times the number of new teachers needed last year, that the surplus constitutes a supply for the next 10 years. There is no assurance
that the number of new teachers needed will remain constant over a 10-year period, nor that all the teachers who were unemployed will remain available until they are needed during the 10-year period. Some may die, others get married, still others find satisfactory employment in other lines of work and those who are available after an 8- or 9-year wait will be out-of-date and out-of-practice so far as their teaching ability is concerned.

c. Many of the so-called "unemployed" teachers who are listed in the totals available are teachers who at the time are teaching some place but who are frequent applicants for more desirable positions. These applications or the keeping of the names of these teachers upon "waiting lists" gives a false impression of the number of teachers available. It is possible for an employed teacher to be included in the "available lists", of several school systems and yet he could not be employed in any of them without leaving a vacancy in the school where he is teaching.

d. Conditions are not comparable between the larger cities and the rural and village situations. Many teachers are unwilling to accept positions in smaller places preferring to remain unemployed or employed at some temporary work while they wait their turn for employment in the larger city—usually their home city.

e. Many of the teachers included in the estimated numbers of unemployed are specialists or are prepared to teach certain grades or certain subjects and not prepared to accept other positions. It is obviously inaccurate to include such persons in a single total. An extreme case will illustrate this. There may be 500 unemployed teachers in a city and none of them qualified to teach in a nursery school or French in a high school." 1

These factors do not attempt to show that there has been no oversupply of teachers since 1929. It only attempts to show that there has been exaggeration.

We hear of a surplus of teachers. The truth is the exact opposite. In my own home city, the city schools need additional teachers beyond the total number of unemployed teachers in the city. The present staff is so overloaded and harassed by numbers as to threaten the whole success of the job." 2

1 Ibid. pp. 77-8.
There is another factor in oversupply—the increase in teachers' salaries during the ten years following the World War. Teachers remained in their positions longer, creating fewer vacancies. This would tend to have an effect on the oversupply. The expansion in educational services made openings for many of the new teachers. When the depression came, curtailment in the educational program and budgets was one means to which public officials resorted with the hope that many teachers would leave the work for other lines of endeavor, thus creating openings for the unemployed teachers.

A comment concerning the above survey of the oversupply states:

"Colleges and Normal Schools have been graduating teachers at the rate of 50,000 a year. Add to this all the unemployed teachers who in 1929 presented ten applicants for every job.

"The survey minimizes the seriousness of unemployment among teachers, saying that there is no likelihood that the ratio of ten to a job will persist for various reasons; but events do not seem to have supported this optimism. At the same time the survey shows that there is no oversupply of specialists. The true extent of unemployment in teaching, it says, can not be measured without a reliable census."

The use of the argument of "Supply and Demand", by both educational leaders and politicians, was criticized by the American Federation of Teachers in annual convention at Chicago during 1934. The following suggestions were made and printed into the records of the Convention:

Teacher unemployment gives our Boards of Education an unusual opportunity to exercise the highest statesmanship. The first duty of such statesmanship is to make education more effective by reducing overlarge classes to manageable units, and by providing for individual instruction or special coaching to reduce retardation, thus giving employment to thousands of unemployed teachers. Second, educational leaders have an unusual opportunity to raise educational standards by securing the best possible available teaching material through the maintenance of wage standards which will make teaching especially attractive. Third, by raising the school leaving age to sixteen and the continuation school age to eighteen, they will not only make possible the best physical and mental development of the children but will also release work for unemployed adults. Fourth, the training schools should adopt a selective program of admission so that all of their graduates will measure up to the high standards that should be required of the teaching profession. Fifth, school authorities should make a scientific survey to ascertain the teaching needs of their community for a period of time and by a strict selective process train only enough teachers to satisfy the community needs. Sixth, localities should liberalize maternity leaves, leaves of absence, and sabbatical leaves to provide greater employment opportunities for licensed teachers condemned at present, by a teacher surplus, to wait years for appointments. Seventh, controlled experimental centers should be established so that proposed educational changes may be based upon scientifically established data instead of upon the prestige of the proposer or upon educational guesses.¹

The fifth suggestion is pertinent. The selection of the best possible candidates to train for teaching, and only as many as will satisfy the needs is indeed one way to control the oversupply. The oversupply of teachers is certainly not due to the depression alone or to the consequent curtailment of expenditures,—it is due, in no small measure, to training

more teachers than the schools require. To partially meet the
criticism that has been heaped upon the state training insti-
tutions, the courses have been lengthened from two to four
years. This does not help to lessen the oversupply however,
for it simply means holding back graduation for 2 years longer.

There is need of a careful selection of student teachers
before and during their training. The teachers training school
should not be looked upon as just another public school to be
entered by any who wish. For obvious reasons it should be the
most "selective" of all public supported institutions. In
1898 Principal Marion Brown of the New Orleans State Normal
School said:

The normal school is not, like the elementary or the
secondary school, for all who want to come, but it is
established by the state for a special purpose, viz., to
provide properly equipped teachers for its schools, and
its authorities must have the best obtainable material
for making teachers; consequently, the standard they fix
will be the preparation to which all applicants for en-
trance therein will aspire; through the state normal
school the state says to the prospective teachers: 'This
is what we demand as employer. Can you fill the bill?'

Many questions are raised by the above statement. What
kind, if any, examination could be given to determine fitness
of high school students for teaching? How is the selection
for admission to normal schools to be made, personality, in-
telligence, or all round ability? A score of questions might

1 Marion Brown, "The Southern State Normal Schools". Proceed-
ings National Education Association. (1898) pp. 734-735.
be asked in a detailed study of the subject, and the answers would most likely be varied, due to the differences of opinion as to what constitutes the "good" teacher.

The Research Bulletin of the National Education Association on Supply and Demand quotes the requirements for admission to Normal Schools in the United States from a study of Millicent McNeil's.

In 1930 entrance to state teacher-training institutions in the United States required for unconditional academic admission a high school diploma or its equivalent, or passing an entrance examination; or, if the candidates are mature students, they may enter conditionally and work off the entrance requirements before a diploma is granted. The majority of states require specific units or combinations of units in the high school work offered. In age, character, and health, states vary from no requirements to very specific ones. Aptitude and achievement tests are being used in some states; grades must be in the upper half or reach a particular standard in others; personality ratings are being tried in still others. Though the institutions are still groping to find the right entrance requirements, a comparison of present requirements with those of 1910 shows, in general, that candidates to teacher-training institutions are selected on a much higher academic plane. 1

Are requirements for admission to teachers training schools sufficiently high to allow entrance only to the best qualified? Are teachers training schools accepting candidates in the best way? Some educators do not feel that they are. Some suggest that we might profit by the European method of getting the best available material into the profession.

1 Millicent McNeil, A Comparative Study of Entrance to Teacher Training Institutions Contributions to Education, No. 443., Teachers' College Columbia University, (1930) p. 94.
The development of the National Science Foundation in the United States has focused on how to improve educational opportunities and promote scientific research. This has involved funding research projects, establishing new programs, and fostering collaborations between academia and industry. The National Science Foundation has played a crucial role in advancing scientific knowledge and educating future generations of scientists.
"Another method, which was popular in England, Wales, Scotland, Australia, New Zealand, and Germany, was to have the teachers choose the candidates at about thirteen years of age, basing their judgment upon the cleverness, physical fitness, and future promise of their pupils. In all countries except Germany, these students became pupil teachers; in Germany, they entered the preparatory teacher-training school.

"With a limitation placed upon the number of candidates admitted from year to year to the teacher-training institutions, which is a practice in most of the foreign countries, there is the possibility of considerable elimination and selection of students. Applications for entrance are made weeks or months in advance so that personal interviews are frequently possible and the candidates who are best fitted are chosen." 1

The high academic qualification which is required of the candidates of most of the foreign countries is perhaps the most important example which the United States could profitably follow. 2

The opinions of some in charge of teacher placement bureaus seems to support the argument that teacher training institutions must do their share in relieving the profession of its numerical oversupply by having more rigid entrance and certificating requirements. One teacher placement head writes in an article entitled "Blame the Teachers Colleges?"

"In one of your December issues of Highschool I read an article telling how many unemployed teachers there are. "Has it ever occurred to you that it is just this sort of broad statement which has been made in the past four years that has made conditions bad for teachers? "All one has heard for the past four years is that the market is flooded with teachers, but few have heard that most of the available teachers are not "marketable". For the most part they would be without positions even if times were good. We know from actual experience that principals have boasted of having had as high as 150 applicants for one position, but these same men when

1 Ibid., pages following 94. Exact reference, refer to Prof. Roberts.
2 Ibid., Similar to above assignment.
The objections of some to change of teacher placement

purposes, needs to modify the structure of that teacher training institution, and to plan a role in relationship to the certification and certification recognition. One teacher placement head makes it easy to see to the teachers...
pinned down to facts have had to admit that they would not consider more than two or three of the candidates who applied. In my twenty-five years of experience placing teachers I have never seen a greater scarcity of the "right" kind of teacher.

"I do believe if a fact like the above were made known, it would help many teachers to bolster up enough intestinal fortitude to try to creep out of some of the holes they have remained in through fear. Employers, knowing the difficulty of replacing good candidates have instilled fear into the hearts of the teachers by giving them only one side of the picture.

"....I do feel it is about time that the (true) facts concerning the teaching market be made known to those who have no other way of finding out about conditions except through literature like yours."1

When teaching standards are raised, so that only the highest type of candidate will be accepted to train for the profession; when those in charge of the public schools correct conditions of increased loads for teachers, and when educational services are returned to meet the demands of the day, the oversupply of teachers will not continue to be the serious problem it is to-day.

5. The Need for Teachers to "Come Out of the Classroom".

Reasons why teachers should have more influence in shaping school policies and legislation have been stated in Section I B. There is no denying the fact that many opportunities are missed by the teaching force to be of real service to the schools, and to those who make the rules and regulations for them. There are too many teachers who are like the indo

The need for teachers to come out of the classroom and respond to their needs for more influence in making school policies and regulations has been a demand in recent years. The filling of the teaching force to be at least serviceable has been the goal of the educators. But the issues and problems that face the teachers are the focus of the educators who face the issues and problems.
lent farmer, whose wife, Mandy, had done all the work for thirty years while he sat around listlessly, not caring how things went along in the world. One afternoon he was sitting on the front porch with his chair turned around and his feet up in the window. His wife looked up the road, and said, "I believe I see a buggy coming down the road." A minute or so later she said, "I see a whole bunch of buggies coming down the road. Why I believe it's a funeral."

A long procession passed the house. Again she said, "Why it is a long funeral."

After it had gone by she said, "You know, I counted the carriages and that is the longest funeral that has ever been in the county."

He slowly replied, "Well, I'd liked to have seen that funeral, but I was setting wrong."

The above story was told at a convention of the American Federation of Teachers in 1934. It is an appeal to teachers to organize, and with the support that organization alone can give, to shake off their fears and their timidity and "Come Out of the Classroom."

The responsibility of the teacher extends far beyond the limits of the classroom. No longer can the affairs of the schools, and of the nation as well, be left to the bankers, industrialists and politicians. If teachers, are among the clearest thinkers of the community, and they should be, then
their ability should be capitalized to assist in thinking problems through, to give guidance in questions of importance, and to discuss intelligently political, social and economic problems of the day. The fact that teachers are not participants, outside the classroom, has caused progressive leaders among the educators to ask "What is the idea that is back of this sentiment that teachers should stick to the classroom?"

Harold W. Smith, Secretary of the Arizona Education Association in an address before the teachers of that State, urged teachers to come out of their obscurity. He said in part:

A few of us went down to the legislature for some of the Saturday and night sessions. We were seen talking to some of the legislators in the lobbies. We even met some of the legislators in committee meetings. One legislator threatened to denounce the school lobbyists from the floor of the Senate. Yet I saw down there at the legislature one day more farmers in one group than all the school men who visited the legislature during its entire session. Did any legislator threaten them? I don't think so. As well as I remember they fixed up a law the way the farmers wanted it. I'm glad they got what they wanted. I am glad they had intelligence enough to go down and get it....I think, when they went down there, they were within their rights as citizens. And I think they probably made better representatives out of some of their legislators."

There is, throughout the country prejudice against the teachers taking part in politics. Have teachers the same right to take part in organizations for political, social, and economic betterment as labor, industry, farmers, doctors,

The tax burden on the working class and the poor are the main factors in the economic and political exploitation of the working class in capitalist society. The working class is divided into two main groups: the employed and the unemployed. The employed work for wages, while the unemployed are dependent on state benefits.

The employed work long hours for low wages, while the unemployed receive benefits that are insufficient to meet their basic needs. This creates a class divide, with the employed benefiting from the economic system while the unemployed suffer.

The government’s policies further exacerbate this divide. The wealthy and corporations are granted tax breaks and subsidies, while the working class pays high taxes on their wages. This results in a system where the interests of the wealthy and corporations are prioritized over the needs of the working class.

The government also uses its power to control the working class. Workers are constantly monitored and controlled by management to ensure they work efficiently and effectively. This creates a culture of fear and anxiety, where workers are afraid to speak out or organize for their rights.

The working class is divided not only by economic factors, but also by political and social factors. The working class is often divided by race, gender, and nationality, with different groups facing different levels of exploitation.

To overcome this divide, the working class must organize and unite. They must demand better wages, benefits, and working conditions. They must demand an end to the system of exploitation and the creation of a society where everyone has equal access to resources.

The working class must also demand an end to the political system that supports the interests of the wealthy and corporations. They must demand democratic rights, including the right to vote, the right to form unions, and the right to participate in political decisions.

In conclusion, the working class must unite and organize to demand better living conditions and a more just society. They must demand an end to the system of exploitation and the creation of a society where everyone has equal access to resources.
drugists, etc.? Should teachers remain silent and hidden behind the four walls of the classroom while politicians force through policies, that will eventually prove to be detrimental to the welfare of the schools? Dealing in no uncertain terms with the subject of the teacher's relation to the national life, Jesse H. Newlon, formerly superintendent at Denver, and now of Teachers College, Columbia University, declared:

"The school cannot, should not, and will not be neutral in the struggle of social forces now going on in this country. Either the school will be employed as an instrument of enlightenment and social progress and thus of democracy, or as an instrument of reaction. There is no neutral ground.

"The teachers of this country have as much right to be heard and as great an obligation to participate in the making of vital political, economic, and social decisions as have organized labor, or the United States Chamber of Commerce. We should cooperate as a democratically organized profession with those groups and forces in society--with labor, farmer, consumer, and progressive political groups and movements--working to reconstruct, in the American tradition, our social institutions so as to realize for all, the good life now within our reach. But our reliance must always be on the processes of democracy and education, on the good will and good sense of the American people. The American people have never been afraid of change. They will welcome all change that will bring a fuller realization of the American dream of liberty and democracy, of social justice, economic security, and a rich life for all."

It is not the public which is against the teacher's taking a more active role in the world in which they live, neither is it the great army of the parents of the boys and girls in the schools. There are rather, several groups of citizens, well

The London Times, 1898, p. 2.

In the matter of the London Times, it was alleged that the newspaper had published false information about the death of a Pasha. The paper denied the allegations and claimed that its report was accurate. The matter came to the notice of the London Times, and the paper was asked to provide evidence to support its claims. The paper provided evidence that supported its report, and the matter was dropped.
organized and perhaps well intentioned whose activities are certainly not favorable to teachers and schools. This is not a statement of condemnation for it seems impossible that any group would intentionally bring harm to the greatest need of our country if democracy is to survive education. These groups have, however, gone into an active campaign half enlightened, and with no interference on the part of teachers. Whose fault was it that budgets were slashed, schools closed, subjects and curricula thrown overboard, oath bills passed, academic freedom and tenure threatened? The teachers can take much of the blame to themselves.

When schools were threatened how many teachers rose in protest? How long did it take teachers to finally decide that some action had to be taken? How many teachers hastened to join organizations or associations in order that the stilled voice of one might be strengthened a million times by the combined voices of many? The answers may be obtained by reading teachers' literature during the depression and noting the months and years which passed before teachers began to wake up! And even to-day they are not awake! Only 20% of the teachers of the nation organized, is a statement which speaks for itself. When will teachers realize that their situation must be one of either isolation or leadership? It is not intended that teachers shall be too militant. But they should be as militant as those who are attacking them!
What are the groups, then, that do not want active participation in affairs of the world, by the teachers? For brevity they are listed with only brief comments.

1. The politician, local particularly, and state and national. The politician fears the power of the teacher, not the numerical strength, but the intellectual ability. Teachers may analyze platforms too carefully. No one who is in politics with the desire to serve faithfully and honestly would object to having the support of teachers, it is the politician who may not deserve the support who says teachers should stick to the classroom.

2. Taxpayer's Associations. These groups are organized to keep an eye on the budget. Their activities will receive more attention in another section of this article.

3. Newspaper publishers. In particular those newspapers controlled by "big business", and which must align themselves with taxpayers' Associations.

4. Pressure Groups. In this group the American Legion holds first place. The Legionnaires are, without doubt, whole-heartedly in favor of the best education that can be afforded. Their activity is not aimed at curtailment of the school budget. Their support of measures of which loyalty oaths are an example, is the type of unintentionally harmful practices which pressure groups of this type may force into the schools.
The document contains a page with text written in a script that is not legible due to the quality of the image. Therefore, it is not possible to accurately transcribe the text from the image.
Again the teachers, have not been alive to issues affecting them. Had the teachers and Legionnaires "got together" and talked over the pros and cons of loyalty oaths, the whole situation with respect to the taking of oaths by teachers in the State of Massachusetts, might have been changed. The teachers were not awake. They did not give enough thought to the question of Loyalty oaths until too much damage had already been done—again they were and most of them still are, "setting the wrong way".

5. The Administrators of the Schools. It does not seem possible that those at the head of the school system would prefer to have teachers stick close to the classroom. It may be that they fear teachers will go too far, but this is a weak fear. Superintendents and administrators have pressure from above, and when teachers get too lively in a community the administrator is the one who is usually approached by the politician. The orders are hard to take from the outside pressure groups—particularly if the teachers themselves are so well organized that they can take part in activities outside the classroom. If teachers were better organized they would find that the superintendents would no longer be left hanging in mid air, due to pressure from above by politicians and from below by teachers. Superintendents should welcome the strongest possible organization of the teaching force—only in this way will they have enough support to enable them
Unfortunately, the text is not legible due to the quality of the image. It appears to be a page from a document, but the content cannot be accurately transcribed or understood.
to ignore the demands of politicians who would make the schools one means of paying political debts.

William McAndrew comments on the Superintendent-Teacher relationship as follows:

"Superintendents are too lax in honoring their own people. Even the great Maxwell of New York had the reputation of being jealous of the rise of any of those whom he usually called 'my subordinates'.

"Some Superintendents—such as Chedsey in Detroit and Cody—have been keen to get teachers in favor with the Chamber of Commerce and outside clubs. Exposure of teachers to respect is one of the most delightful activities of a school superintendency."

6. Chamber of Commerce Group. Teachers know too little about the activities of this group, many of whose members are also interested in the National Economy League. Section 5 B—contains a list of the activities the chamber of commerce suggested as curtailments in education. (See Chart 5.)

To meet the problems facing schools to-day the teachers must come out of the classroom. Effective organization, already taking hold in some localities, is a start in the right direction. Teachers must organize with "common sense" as a guide, realizing that there is a way of doing things, and that almost any way is better than doing nothing at all.

There is a hint in these lines of John Dewey:

The fact that the depression has lopped off the studies and courses that are connected most closely with the needs of the young in contemporary life and has

1 William McAndrew, "The Nation's Schools" (July 1934) p. 44
William Wyman's comments on the Superintendent-Teacher relationship as follows:

"He [the Superintendent] is too far in the picture. Why not demand a vote of the staff on the price of milk, the purchase of textbooks, and any other item of expenditure?"

"The principal is not a manager, but a leader. He should direct and guide the teaching staff, rather than control and dictate."

The problem of discipline is a matter of concern to all members of the staff. It is not a task that can be handled by the principal alone.

The Superintendent's role should be more as an advisor and facilitator, not as a decision-maker with absolute authority."

It is in William Wyman's opinion that the role of the Superintendent should be revised to better reflect the needs of the teaching staff and the school community."
Who Are Your Friends?
Two Programs—Choose

The United States Chamber of Commerce has sent out to local chambers of commerce twenty suggestions for reduction of school costs. It is significant that the letter of this body of organized business interests referred only to the possible saving in school costs. No mention was made of other governmental expenses, as building of highways, police and fire departments, health departments, city buildings, number of municipal departments, number of local office holders, etc. Only the cost of the schools occupied the attention of this group of super-businessmen.

The twenty recommendations follow:

Possible Fields of Economy in School Retrenchment
1. Purchase of supplies.
2. Operation of physical plant.
3. Reduction in cost of collecting school funds and of debt service by consolidation and refunding of outstanding indebtedness where possible.
4. Postponement of new capital outlay for buildings and replacements.
5. Transfer supervisors to classrooms.
7. Simplify overhead administration and centralize responsibility.
8. Shorten school day one hour.
9. Increase size of classes.
10. Increase teaching hours.
11. Repairs and maintenance of physical plant.
12. Suspend automatic increases of salaries.
13. Reduction in teachers' salaries not to exceed 10%.
14. Shorten school year not to exceed 12%.
15. Discontinue evening classes.
17. Reduce elementary school curricula by consolidation from 8 to 7 years.
18. Reduce high school curricula by consolidation from 4 to 3 years.
19. Transfer 1/3 of cost of all instruction above high school level from taxpayer to pupil.
20. Impose fee on high school students.

American Federation of Teachers
506 South Wabash Avenue, Chicago

The American Federation of Labor, of whom it has been said that it has a program of liberal progressive education second to none, has also a program for the present crisis. Refusing to be stamped by the wild cry for economy and the prevailing budgetary hysteria, it repeats its position for the protection of teachers, children, schools, and the nation.

1. Waste and extravagance must be determined by careful study, the responsibility placed where it belongs and no economies which harm children permitted.
2. No curtailment or elimination of any school activity necessary to maintain and improve educational standards.
3. Raising the top-age of compulsory school attendance.
4. No reduction in teachers' salaries.
5. No increase in the size of classes.
6. No shortening of the school year.
7. No lengthening of the school day.
8. No elimination of valuable subject matter.
9. Free text books for all.
10. Widest extension of the program of adult education.
12. Maintenance and improvement of teaching standards.
13. Adequate school buildings adapted to the needs of modern education.
14. Increased revenues to maintain and develop public education. More money for public education, not less. Our complex social order, the complications of our economic system, call for widening the scope and influence of our public schools and require larger instead of restricted appropriations.
15. Equal educational opportunities for all children.

The teachers of America have the two programs from which to choose. It is for them to say where they belong. They cannot stand alone between the two, forever at the cross roads! If they are not with, they are against. They should join where they belong to help forward the program in which they believe.

Reprint from The American Teacher, April, 1935.
created a reaction toward the old type of education with its three R's and its staple goods has roots in the isolation of the teaching profession. 1

the technical and scientific basis

with the same aim the league

I look forward to the technical discussion.

CHAPTER IV
THE DEPRESSION AND THE SCHOOLS

A. The Status of the Schools

1. The Expanding Nature of Education.

There are three outstanding ways in which education expanded in the last half century. They are: (See Chart 6.)

a. A tremendously increased enrollment in the schools.
b. An enlarged and enriched curriculum to better meet the needs of the child.
c. Higher standards of training for teachers.

One of the direct results of the expansion of educational opportunities was a tremendous increase in the cost of operating the schools. Was it justified?

A distinguished educator of the old school gave what I think is the truest expression of the purpose of real education in the following words:

'Education the mind only and you have the atheist—Educate the heart only and you have the fanatic—Educate the body only and you have the beast—Educate the mind, the heart and the body and you have the whole and perfect man'. And, we might well add, a whole and perfect education. To this education, in its completeness, the child is entitled. Children have rights as sacred as those of their elders, and among them the right to education is paramount. On this foundation is built the continuity and preservation of democracy and of liberty itself. Financial indifference to this fact would be a crime not only against childhood but against the state itself. It would be as reckless and dangerous to restrict the education of the child on the specious plea of economy, as it would be to cripple or endanger the work of the hospital, police or fire departments. We
CHAPTER VI
THE DEPRESSION AND THE SCHOOLS

A. The State of the Schools

1. The Exaggerated Nature of Education

There are three outstanding ways in which education...

2. A Tremendously Increased Enrollment in the Schools

An amazing and admirable curriculum to better meet...

The need of the child...

3. Higher Standards of Training for Teachers

One of the greatest results of the expansion of education...

Of opportunities was a tremendous increase in the cost...

Operating the schools...

A gratifying aspect of the only school that went...

I think this is the greatest expression of the purpose of real...

Note to the following words:

[Handwritten notes and corrections are present in the text, indicating edits or additions.]
More Children—Less Money

SEVEN hundred and twenty-eight thousand more children were enrolled in high school in 1932 than in 1930.

Elementary schools enrolled 115,000 fewer children in 1932 than in 1930 (first decrease on record).

Net gain: 613,000 pupils. This is more than the entire population of Montana. It is more than the combined population of Atlanta, Des Moines, and Salt Lake City. It is more than were enrolled in all our public high schools in 1900.

Today 93 of every 100 city children enroll in high school; 55 of every 100 rural children do likewise.

Abolition of child labor in industry by the N.R.A. puts another 100,000 children on the high-school doorstep.

Any industry faced with rapid increase in business would expect an increase in total operating costs. Schools, forced to carry an increased burden, are required to carry on with less funds.

Our Nation's schools are endeavoring to give adequate instruction to an army of pupils increased since 1930 by more than 1,000,000 pupils on current expenses decreased about $368,000,000.

To teach 25,600,000 public-school pupils the United States 3 years ago spent $10,600,000 (current expense) per school day. This year the schools are teaching a larger number of children on $8,500,000 per school day, a decrease of $2,100,000 per day (about 20 percent).

There never was such a demand for educational opportunity as there is today. Because of more children and less money it has never been so difficult to satisfy that demand.

Taken from United States Government Printing Office, Leaflet No. 44.

Chart 6
cannot afford to allow public education to rise and fall with the stock market.\(^1\)

Did educators jump on and off the bandwagon of New Educational Ideas too often? Has the educational pendulum swung too high in services offered by public tax supported schools? If so, are attacks on the school budgets justified, and the conclusion to be drawn that public school services must be limited?

Attacks upon the rising costs of education became hysterical from 1931-1934, so much so that the magnitude and seriousness of the general slashing of school budgets that spelled disaster to so many of our educational systems went unchallenged. The public's indifference to the situation can be laid directly to the teachers' organizations which did not step forward to educate the people concerning the modern school.

It was not to be expected that the general public would understand this new education. Neither was the tremendous increase in the numbers attending schools brought sufficiently to public attention. There are teachers, too, who do not fully appreciate the offerings of this new education, although John Dewey has done a great deal to spread the ideals of the new education among the teachers of America with his emphasis on psychology and the social importance of education.

\(^1\)Charles S. O'Connor, A Radio Address over Yankee Network, June 1934.
Concern Allowing to Public Education

and Tell With the Stock Market

Did education jump on how the performance of New W.

Incentive Ideas to Offer. How the Educational Performance

where搞好 to services offered by public tax expenditure

accepts it in the attack on the social budget? To illustrate

and the conclusion to be drawn that public school services

must be tighter?

At least about the prime costs of education because

Performance from 1955-1964, so much to the warning that

influence on the General implication of school budget that

selling whatever to so much of our educational services meant

nonprofitable. The public's intolerance to the situation

can be found directly to the teachers' organization, which high

not need knowing to encourage the people concerning the woman

school.

It was not to be expected that the General public would

understand this as education, not that we the taxpayers

increase in the number of training schools providing sufficient

to public attention. There are teachers too, who do not

fully appreciate the advances of this new education. In

expected your favor or due a great deal to passage the House

of the new education more the teachers of America with the

emphasis on developing any the social importance of education.

I believe in.

June 1965
The democracy which proclaims equality of opportunity as its ideal requires an education in which learning and social application, ideas and practice work and recognition of the meaning of what is done, are united from the beginning and for all.\footnote{John Dewey, "American Spirit in Education", Edwin E. Slosson p. 253.}

Such an education costs money, considerably more money than the mere teaching of "the three R's" long considered non sufficient, although still important. And there is no disagreement that there has been imperative need for economy in public expenditures---the question is where can the economy best be practiced? If there is waste and extravagance let it be exterminated. The mistakes of the past when they are brought to light should lead to correction of the future, but until something better is offered in the way of constructive economy for the schools, the parents and teachers should use every possible means to call a halt to the destructive methods that brought about the crisis in education.

The school today is distinguished by the broadness of its course of study. There is a greater variety of interesting and important things being learned, yet the tool subjects reading, writing and arithmetic have their place. Surely today's child goes to a school of more abundant living, if he is fortunate enough to have escaped the slashing of the depression period! Along with the tool subjects, education has added the content subjects, history and geography; the self expression subjects such as art, music, cooking, carpentry,
calisthenics, and subjects from which are derived motor response, for the rigid curriculum of the past did not meet the demands of the present. The school now teaches according to Dewey, what was formerly left outside the four walls. The twentieth century lad learns to play ball, to swim, and use the tools in the trade shops, while the maiden learns to dance, to sew, to cook, and so on. The duties once considered in the realm of the home, have been transferred to the school. What the home failed to do has of necessity become the added responsibility of the school. New subjects were added to equip the child to meet the new conditions of life today—life in a world of rapid changes.

2. The Question of Leisure Time.

This is an age of undreamed of leisure, when boys and girls must be equipped to occupy themselves in their free time. Happiness is found in having "something to do". Science has played an important role in the world of today. It has forced the adoption of a move forward attitude at great speed, time for more leisure resulting. Education if it is to move along in the age of science must move forward too. It cannot supply activities that befit the days of the ox cart, the one horse shay, the stage coach and the pony express. More people are becoming educated—there is more education and more people are learning and demanding better things, better commodities, better service, and better edu-
The creation of future time

The idea of nature of leisure, upon whom and

The happy time. The idea of nature of leisure, upon whom and

If we lack the thought of a more permanent attitude at

It is to work, to do. The idea of nature of leisure, upon whom and

Can we gain the idea of a more permanent attitude at

The happy time. The idea of nature of leisure, upon whom and

It is to have a part in the idea of nature of leisure, upon whom and

Can we gain the idea of a more permanent attitude at

The happy time. The idea of nature of leisure, upon whom and

It is to have a part in the idea of nature of leisure, upon whom and
cation to make man the master of life and living, rather than machinery the master of man.

When children are found to be indulging in reprehensible acts, the schools are accused. Can not the public be educated to the fact that it is cheaper to pay the bills to teach children the worthwhile use of leisure time, than to pay the expensive price of crime?

According to J. M. Sanders, Warden in the Department of Penal Institutions, Jefferson City, Missouri, it is dangerous to reduce the curriculum one iota. Crime costs the taxpayers daily, an amount 50% greater than all the combined earnings of the corporations of the state. The average age of the boys taken in crime is 19 years. This means that less than 10 years ago these boys were in school. In 1943 the boys who may be in jail will be the products of the public schools of today. There is an army already, he states of over 300,000 boy hoboes in the country today. There are also 9½ million school children faced with bad schools or none at all. Ignorance, he concludes is the Siamese Twin of Crime.

It is evident that the service of the public school system cannot afford to be reduced. More idle time cannot safely be given to men, women and children already seeking "something to do". Activities must be learned for use in leisure, and rather than diminish the service of the schools in this direction it must be expected that the schools are going to find it necessary to add to the program. It is a sign of
When a person who has treated to the fullest extent in our clinics is discharged, the patient is required to return for follow-up care within a specified period. This is to ensure the continuity of care and to monitor the patient's progress. After follow-up, the patient is expected to return to the clinic for periodic care and to maintain a regular check-up schedule. This is crucial to prevent any complications and to manage any potential health issues effectively.
poor reasoning to expect the child of today to live and learn under a set of conditions satisfactory to his grandfather's period, when such a code cannot be made to work in this new age.

3. The Realization That the Course of Study Must Be Made Elastic, and That There is Need to Overhaul Educational Methods.

If the schools are to function in a democracy, a careful periodic analysis of the courses of study is necessary. Along with the survey of the courses offered the educational methods must be studied and if necessary overhauled, to make them function efficiently in the times they strive to serve. The course of study must be changed from the "tool subject" emphasis to the one of "social understanding". Subjects should not remain in the curriculum because of tradition. The curriculum and methods must be revised to meet the demands of the masses because of their high social value. When subjects are of no further use they should be cast out like antiquated machinery and those subjects and methods kept which will best function in our democracy. It is often necessary to take stock of education.

...changes in schools are to be made and society must give school authorities a clear mandate to make the changes. The schools are the creation of society and cannot move for progress any faster than society permits. Teachers everywhere see the need and are prepared to make radical revisions of the curriculum to aid in the
The Resilient: That the course of study must be made

Michigan State University. 1943.

The school serves to function in a democratic a

At the opening of the course of study, the essential

The course of study must be designed from the "you subject"

Examples of the one of society interrelations.

Authority or remnant to the curriculum because of limitation

The curriculum and methods must be derived to meet the need of the

supplementary elements to the program are they shown or not. The

supplementary and methods and curriculum are to

supplementary examinations. If a course were

steady to face a block of situation.

textbook. Learning to expect the child to make any progress

make a set of conditions satisfactory to the teacher's

correctly. To ensure that the best use is made of the

make no effort to impose the teacher's own patterns of

make no effort to impose the teacher's own patterns of
building of the nation.  

B. THE DEPRESSION AND THE SCHOOLS

When the crash in the general business and economic world came in 1929 the country was in the throes of great alarm. What happened during the breakdown of the school systems is quite another story! For too long a time budgets were slashed, schools closed, teachers thrown out of employment, activities curtailed, and systems that it had taken years to build up were literally smashed before any alarm even on the part of school people began to make itself felt. The depression economically may be overcome! What of the depression educationally? Can there be a full recovery? The days, months, and years lost by the closing of hundreds of schools throughout the nation (see chart 7), cannot be regained.

In a long period of economic depression, it is the cultural values that suffer most, since they cannot be converted into immediate money values. As the suffering continued, there was a growing tendency to cripple education, by closing schools, shortening terms, eliminating finer cultural subjects, reducing the number of teachers and severely cutting the remaining salaries. It was right that public salaried officials should share in the general reduction of income; and certainly teachers took their salary cuts with cheerful courage, and continued their devoted service. The other aspects of the retrenchment program in education are suicidal. These children and youth are with us but a little while. A postponed opportunity or influence is lost for them.²


I. PRELIMINARY

THE DISTRIBUTION AND THE OCCURRENCE

In the early days of the century, the large and small scale
maps and charts were in demand, and so were the
charts and maps of the world. The maps and charts
were made to meet the needs of navigators, sailors,
and surveyors. The maps and charts were also
valuable for military purposes. The maps and charts
were used to plan the routes of ships and trains and
to help in the construction of roads and bridges.

The maps and charts were also used to study the
geography of the world. The maps and charts were
used to study the climate of different parts of the
world and to study the topography of the world.

The maps and charts were also used to study the
ecology of the world. The maps and charts were
used to study the distribution of plants and animals
in different parts of the world. The maps and charts
were also used to study the distribution of minerals
in different parts of the world.

The maps and charts were also used to study the
history of the world. The maps and charts were
used to study the history of different countries and
the history of different peoples. The maps and charts
were also used to study the history of different
languages and the history of different religions.

The maps and charts were also used to study the
history of science. The maps and charts were
used to study the history of the development of
science and technology. The maps and charts
were also used to study the history of the development
of education and the history of the development
of art.
There are really two important aspects of the serious crisis through which public tax supported schools have been passing. They are: (See Chart 8.)

1. The series of financial restrictions which have been imposed on the schools have caused a serious curtailment of programs and the closing of many schools.

2. The attacks upon academic freedom and tenure have been a serious threat to the fulfillment of the teachers' duty to properly meet the demands of the new economic and social problems of the time.

Just what is back of the second aspect, is debatable. Some educators feel that the bankers and politicians who are supposed to be directly responsible for the economic crisis, are looking for some place to put the blame so the schools are accused of not functioning to meet the needs of the people. Others have brought forth arguments that both affirm and deny the need of such measures to combat the teaching of communism and other isms. These statements are always generalizations and therefore not to be considered too seriously. Teachers should, however, give deep thought to the content of the second aspect of the depression, and view with a critical mind what is really intended by it.

The real effect of the depression was felt nationally about 1931, although in 1929 local and state attacks upon the schools had already begun in some sections of the country.
There are the last two important aspects of the situation:

There are strong arguments against supporting schools that have been
performing poorly (see Chart 6).

The severe or economically depressed areas have been
affected. They are (see Chart 6).

In the areas of the school districts where a severe
situation is occurring, the tendency of the
officials to blame the teachers has increased.

The attitude toward economic growth and tenure
have led a number of the teachers to the
situation of the
change in the economic and social programs of the
state.

Just when it looks like the second aspect is capable
of some success, the teachers and politicians who are
supposed to be actively responsible for the economic
situation are looking for some place to put the blame on the
situation of the

Because of the need for some action to meet the needs of the

These statements are shown below:

These statements are the general

The recent effects of the depression are felt

Since 1931, with the

Schools have already begun to some extent of the


School Terms Shortened

Because of lack of available funds 1 of every 4 cities has shortened its school term. Seven hundred and fifteen rural schools are expected to run less than 3 months this year.

Reductions in length of terms in rural schools are being made in face of the fact that the terms have been far from adequate; in 1930 rural schools for 1,500,000 children were open 6 months or less.

New reductions in city schools have come on the heels of a constant succession of reductions. Terms in practically every great American city are today 1 or 2 months shorter than they were 70 to 100 years ago.

Inadequate school terms for American children stand in sharp contrast to the school terms common for children in European countries: United States, 172 days (city, 184 days, rural, 162 days); France, 200 days; Sweden, 210 days; Germany, 246 days; England, 210 days; Denmark, 246 days.

Prospects for the coming school year: Michigan: 90 percent of schools will shorten terms. Nebraska: 15 percent of schools will cut at least 1 month. Missouri: 1,600 rural schools face early closing.

Children Without Schools

One hundred thousand children are deprived of educational opportunity this fall because of the closing of schools due to lack of funds.

More than 1,650,000 children, 6 to 13 years old, are not in school in normal years.

Also there are 521,000 children, 14 and 15 years old, without schooling in normal years.

That makes a total of 2,280,000 American children of school age according to most compulsory education laws.

They ought to be in school, but they are not.

Nearly 2,000 rural schools in 24 States (see map, pp. 8 and 9) failed to open this fall.

Many private and parochial schools are closing. Approximately 24 Catholic schools have closed, affecting 3,000 children.

Sixteen institutions of higher education have been discontinued since last year.

Estimates indicate that 1,500 commercial schools and colleges have closed.

In some communities free public schools have of necessity become tuition schools, admitting only those children whose parents can pay the rate asked. For example, in one town of 15,000 population, grade-school tuition was reported as $3 per child per month; high-school tuition, $5.50 per month. In this town at least 200 children whose parents could not pay the tuition charges were being denied an education.

Taken from United States Government Printing Office, Leaflet No. 44.

Chart 8
Since that time services to the children have been lessened, the morale of the teaching force has been seriously affected and the effectiveness of the schools has steadily declined.

More than one hundred years ago John Adams said: "The whole people must take upon themselves the education of the whole people, and must be willing to bear the expense of it." ¹

"If this statement was true one hundred years ago when practically all wealth was tangible and paid its just proportionate share of the cost of all phases of government, how much truer it is today in our highly complex organized new society." ²

1. Why Reduce the School Budget.

The depression crushing local real estate with heavy taxation, is in turn crushing education. Paying for schools is difficult because of:

a. Top-heavy mortgages. Many a citizen has been forced to this bitter dilemma. "Shall I save my home or farm or shall I save the school?"

b. Tax delinquencies. Many have been unable to pay taxes. Delinquencies in taxes have run as high as $100,000,000 in a single state.

c. Tax limitations. Citizens have secured legislation sharply limiting the tax rate on real estate and

¹ New Bedford Teachers' Association Bulletin, Vol. 1. No. 2. (June 1933) p. 3.
² Ibid. p. 3.
Since that time several to the officers have been released.

The morale of the teaching force has been seriously affected.

And the attention to the schools has been significantly reduced.

These are only a few of the reasons why the public school system of the schools has been badly affected.

While people must take account of these factors, they must be willing to bear the expense of it.

If this statement were true, one hundred per cent of the people would agree.

It is true that wealth we cannot acquire and only the upper class of the people of the government know much.

There is a very slight difference among the complex organizations now being

In: Why Reduce the School Budget.

The government can find less estate with heavy taxation in its own enterprise education. Taxing for schools.

To attempt to do so.

We all have my hopes of.

"I hate to stand. I hate the school.

I Tax deferment. May have been unable to pay.

Tax deferrals. In taxes have run as high as

$100,000,000 in a single estate.

Of tax limitation. Citizens have become legislation.

SAEMLY LIMITING THE TAX RATES ON REAL ESTATE AND
thereby the amount which can be raised to pay for the schools.

d. Closed banks. Closing the banks was an added blow. School funds frozen in banks in one state amounted to $15,000,000.

e. Differences in wealth. A tax of $10 on every $1000 of property for school support would produce $58 per child in one state; $457 in another. School patrons have turned to state governments for help. A few states have come to the rescue of hard-pressed school districts. In most cases relief and other needs prevent states from rendering assistance to schools. 1

Another item crushing the taxpayer and eventually resulting in the attacks on school budgets, is that of municipal debts, as shown by the following report: 2

"259 school districts in 29 states have had to default on their indebtedness.

"Some cities, compelled to refinance, have had to pay 6% instead of 4% interest, the former rate.

"To pay teachers when there was no easy available, school districts issued interest-bearing warrants. Total unpaid warrants $40,000,000.

"One state increased its payments of interest on its

1 "The Deepening Crisis in Education", Prepared by Office of Education, Department of Interior, Washington, D. C., p. 3.
2 Ibid., p. 3.
Differences in methods of computing the amount of public debt or taxes have caused considerable difference in the amount reported.

Another reason advanced for the high rate of interest is the lack of accurate and timely information.

To-day the tendency is to pay off the public debt as rapidly as possible. Total amount of interest on state and federal debt 1900, 2000,000.
school debt from $7,000,000 to $10,000,000 in two years.

"From school funds $150,000,000 will have to be paid in 1933-34 to adults for interest on warrants and bonds. Not $1.00 of that sum can be used for teaching children."

In addition to the above mentioned causes of taxation and municipal debts, the schools have been forced to accept reduced budgets in the name of economy.

"The two largest cities in this country, New York and Chicago, have recently witnessed the spectacle of extra-legal bodies arrogating to themselves some such responsibility as is implied in the title 'Citizens' Committee'; that are dictating civic policies, including matters that directly affect public schools. These committees are composed mostly of bankers, of industrialists, and of real estate dealers, the groups in fact which more than any other special groups in this country have helped bring on the present economic and financial crisis.

"According to their own statements, these groups in these cities (typical of what is going on all over the country) intervene in the interest of economy. But how do they conceive of economy? What does economy mean to them? What do they think it is? Is it basically a reform of municipal administration in order to cut out waste, graft, unnecessary duplication of units, official favoritism, the sacrifice of public to private interests? Are they attacking this problem of economy in any fundamental way? No, and for one reason, many of these organizations are themselves too closely linked up with the sources of waste, too dependent upon favors dealt to them by politicians to undertake anything so needed and so fundamental. By economy they mean a reduction of wages and of salaries of all persons on the municipal pay roll. Experience all over the country shows that the teaching body of the country is the group of public employees upon whom and against whom this kind of economy is most regularly applied.

"I shall not here go into the question of whether or not further deflation of salaries and wages with its corresponding reduction of an already depleted purchasing power is any way to get out of the present crisis."
The two best college in this country, New York.

To be happy, you must have contact with the business world. The greater your contact, the greater your happiness.

The best thing is to have contact with the business world. The greater your contact, the greater your happiness.

According to the law, I am not required to answer any questions in

The best thing is to have contact with the business world. The greater your contact, the greater your happiness.

We feel that the best thing is to have contact with the business world. The greater your contact, the greater your happiness.

I feel that the best thing is to have contact with the business world. The greater your contact, the greater your happiness.
I content myself with recording the practically unanimous conclusion of the economists of the country to the contrary. I do point out that this organized drive against the public school system of the country, typified in the action of representatives of concentrated wealth in the two largest cities of the country, and being taken up all over the country, is against the public welfare and that it comes from those who have the least amount of personal concern with public education. Their children for the most part do not attend the public schools. The cultural life of their own families would hardly suffer at all if public schools should be completely closed instead of as at present having their activities curtailed. They are the ones who have steadily fought from the start all enrichment of the curriculum, calling art, music, physical education, handicrafts, etc.—the things which they demand as a matter of course for their own children, in their own homes—fads and frills when they are to be made a part of the educational facilities for the poor and for the masses. Their plea for economy is part of their effort to protect the tax bills of the concentrated wealth of the country, the element which is most able to pay taxes, and moreover the element which has profited the most, both directly and indirectly, from the results of the spread of knowledge and skill through our public school system of education.  

After the selfish attacks of organized wealth had done their damage to the public schools around Chicago, some interesting things happened. It is worthwhile to call attention to the following excerpt:

"A well-to-do suburb of one of our great cities gave an impressive illustration. Early in the depression, the school board, urged by wealthy taxpayers, eliminated from the public school studies and activities everything except the old-fashioned three R curriculum. In the two years following, mushroom private schools of music, painting, dancing, and poetry sprang up; and the rich were paying more for the tuition of their children in these schools, than the entire cost previously of the eliminated studies. Meantime, the children of the poor

1 John Dewey, "The Crisis in Education", p.3.
and of those in moderate circumstances were being wholly
denied the finer cultural influences and activities. It
is hard to see how a community could do worse than that.

"Take alone the tendency to cripple or eliminate
school music. Quite apart from its value in the culture
of the emotions and as a personal resource, I have come
to believe that school music is one of the greatest
single instruments we are now using in training citizen-
ship. We do not often think of it in that relation;
but consider the members of a high school orchestra:
each must be ready to lead when it is his responsibility;
each must constantly subordinate himself to the whole
group, that a composition may be beautifully and ade-
quately rendered. If we could get, in our adult citizen-
ship, anything like the measure of social cooperation
evident in the members of a high school orchestra, all
the major problems of democracy would be solved."1

The second paragraph of the quotation testifies to the
fact that in spite of all the propaganda to the contrary by
pressure groups for school budget reductions, there is value
in the so called "fads and frills" for the children of those
who can afford to pay for them.

Perhaps Dr. Payson Smith, former Commissioner of Educa-
tion in Massachusetts, has given a very probable reason for
the successful attacks that have brought about reduced school
budgets when he said that:"As education is supported on the
basis of local taxation its cost as a single item is intense-
ly localized and the eyes of the community focus upon it as
the largest single item in the budget."2

"In the first place, how do we get our school
funds? Not out of Uncle Sam's pocket! A school build-
ing may be a public work, but a load of coal to heat it
is not!

1 Edward Howard Griggs, op., cit. p.162.
2 Elizabeth M. Briggs, A paper delivered at the Convention of
   Principals held at Amherst, Mass., 1934.
"Do we take our state taxes and divide them up, part for education, part for roads, etc?"
"Not at all. We've been sending the children to school on the egg money. A general property tax, described by the most famous American tax expert, Dr. Seligman of Columbia University, as 'beyond all doubt the worst tax known in the civilized world today?"
"We don't have forty-eight school systems in forty-eight states. We have 127,000 school systems in as many districts. Because one tract of land is better than the next, some children get a better start in life than their friends.

"Where a glacier a hundred thousand years ago left a soil deposit that enabled men to carry on farming and industry to advantage, children today get a good education. Boys and girls who live on land which never had that enriching advantage--a hundred thousand years ago--are out of luck."

Mr. Ross Young of Minneapolis, educator and at one time superintendent of the state prison school of Minnesota states:

"Today our school children and the general public stand between two groups of racketeers--on the one hand the highly organized taxpayer's associations, the leading spirits of which are really tax dodgers who send their children (if indeed they have any) to private schools; and on the other certain time-serving teachers and principals who draw maximum pay for minimum work."

Another reason causing difficulty to pay our debts thus enforcing reduced school budgets is stated by President Glenn Frank in an address before the Minneapolis meeting of superintendents:

For every dollar of our taxes 75% goes for either past or future wars. It is not our scientific, social or economic services that are bending Americans back, yet we continue to slash scientific bureaus drastically, shrink our support of social services, hamstring our

1 Maxine Davis, op., cit. pamphlet.
2 Elizabeth M. Briggs, op., cit. p. 3.
regulatory agencies, fire our visiting nurses, starve our libraries, reduce our hospital staffs, squeeze education, and call these economy. So we go on day by day setting the stage for future wars, while our states lay the axe at the root of the tree of all our civilizing agencies evolved during the last half century and blandly tolerate the multitude of unnecessary and criminally wasteful forms of local government.

The attacks on school budgets could be successfully made because the people were not directly feeling the pinch of intellectual deprivation. And the teachers, lacking solidarity and courageous leadership have refrained from actively launching a program to help in the preservation of the schools before the serious damage had been done. The attacks upon the public schools in the name of economy began about 1930. Most of the harm was done from then to 1933. About 1933 the teachers began to wake up locally at least, and attempts were made to educate first the teachers and then the parents.

2. Frills and Fads.

What are the frills and fads so much talked about in these days of economy bent legislators? Are they the things the legislators never had, and since they got along without them therefore they expect today's child to get along the same way?

"Fall River, Massachusetts, presents a typical example of this sort of thing." On January 1, 1931 the city found itself on the brink of bankruptcy. In making drastic economies it cut the total budget of the education department 40 per cent. In addition to a 20 per
cent salary cut it closed all the kindergartens, raised
the age of admission to the first grade to six years,
reduced the number of teachers in all the departments;
cut the janitorial staffs, and pared expenditures for
repairs, textbooks, equipment, and instructional sup-
plies to a minimum.

"After this, the city's conscience troubled it. 
Had it done the right thing in its school economies?
It asked the question of a committee of experts-- Dr. 
W. S. Learned of the Carnegie Foundation, Dr. Charles 
S. Mann, director of the American Council on Education, 
Professor A. E. Meredith of New York University, Pro-
fessor Harlow Shapley of Harvard, and Professor F. E. 
Spaulding of Yale.

"No!" the educators responded. "Put the kinder-
gartens back in the Fall River schools, reduce the
number of teachers and the number of supervising prin-
cipals. You will save $140,000 more."

"It has been common practice to cut out kinder-
gartens first. Yet it is acknowledged by laymen and 
educators alike that the pre-school period is one of
the most important of the individual's life. There is
no little irony in the fact that in Communist Russia
child training comes before anything else, while we are
turning our children of kindergarten age into the city
streets.

"But why did the committee suggest even fewer
teachers? Haven't we been trying to reduce the number
of children per teacher for years?

"In the answer lies the clue to our problem: how
to adapt a school system to our diminished resources
and still enable it to equip the child for the new con-
ditions of life today? For we are living in a world of
rapid changes. The child must have occupational ver-
satility to meet them.

"We are living in a world of undreamed-of leisure.
The child must be equipped to occupy himself in his free
time, in order to live richly and happily. We all know
those pathetic men who have saved during all their ac-
tive lives for a few years of leisure before they die.
We know how unhappy most of them are when they retire
to enjoy themselves. They have nothing to do. The
practical business man who scoffed at his wife's art-y
friends would probably give half his bankroll to be
able to paint a picture, or even to enjoy looking at
one. There is a limit to movie-going and radio-listen-
ing, and even golf-playing.

"We are living in a world where cooperation rather
than competition is becoming the dominant economic and
social force. The school must, and in some places is, taking cognizance of this fact. In the light of present needs the rigid curriculum of the past is as obsolete as the bow and arrow."

When times were good, fond parents pointed with pride to the accomplishments of their children as a result of "The New Education"; when times were bad the feeling was reversed. Maxine Davis, writer and contributor to McCall's Magazine, in addition to the previous mentioned article says:

"School enrollment has increased six and a half million in fifteen years. We now have thirty million school children. School costs went up a billion and three-quarters over the same period until it reached two and a quarter billion, 3.35 per cent of our income. In the past three years our income has been cut, almost in half. This has spelled disaster to the schools.

"When times were good it was a point of pride to give the young folks advantages that their parents had never enjoyed. 'My Jimmy parleys like a regular Frenchman', Fond Father would say at the Rotary Club luncheon.

"When times became hard, however, Fond Father, harassed by his tax bills and lengthening columns in red ink, reversed his attitude.

"I never got any farther than the fifth grade', he began to recall. 'Our young people are soft; that's all. Just tell me how a course in French is any good to a boy who is going to be a bank teller or a carpenter."

Back in father's school days perhaps the subjects he was being taught were also considered fads and frills. Evolution in education has not been a smoothly running matter. Howard Pillbury of the New York State Teachers' Association found:

In 1733 arithmetic was the bone of contention in ed-

1 Maxine Davis, "The Little Red School House", Pamphlet.

2 Ibid.
When times were good, four percent of children as a result of the
New Education; when times were bad the feeling was
ever present, and contribution to material welfare
since its adoption to the growing generation, suited every

School succeed and in those days six and a half
million were raised by one million and a half
school costs were on a million and a half
three-quarters of the school board million it reached.
And a charter million can be spent on income.
In the first three years the income was
reduced. In 1942, this was reduced

Back to teachers' school days perhaps the events
were paper tigers more so concerned than any tigers. We

If you sell me some source in research to that book-

To a man who is going to be a great letter or a career

I heard one of the best school songs, "The Little Red School House." It

So I said.
ucation; a hundred years later in 1833, geography and history provided the fads and frills; and now in 1933, what do we have in their place? 1

No need to enumerate the so called fads and frills of today. It is essential however, that attention be called to the elimination of some of the services of long recognized value in building better citizens. Due to lack of available funds, this is what happened since 1930 in about 900 typical cities:

1. 67 reduced art instruction.
2. 36 eliminated it.
3. 110 reduced music programs.
4. 29 eliminated it.
5. 81 reduced physical education work.
6. 28 eliminated it.
7. 65 reduced home economic work.
8. 19 eliminated it.
9. 58 reduced industrial art instruction.
10. 24 eliminated it.
11. 89 reduced health service.
12. 22 eliminated it.

The question might naturally arise as to how long it takes a "fad" or "frill" to become an accepted service of the schools. According to Maxine Davis, information from El Paso, Texas, reveals that services some call "frills" have proved their worth for the following number of years.

Manual training—25
Music—35
Athletics—40
Playground supervision—20
Cooking and sewing—25
Art—35

1 Elizabeth M. Friggs, op., cit. p. 5. Also found in an editorial—Scholastic, Vol. 22, No. 3, p. 3. (March 4, 1933)
2 "The Deepening Crisis in Education, op., cit. pamphlet. Pages lost in theft of material. Inserted with permission of Prof. Roberts.
The purpose of this bulletin is to inform you of the following:

- The upcoming calendar of events for the month of June.
- The availability of our new software program for download.
- The schedule for the upcoming workshops and seminars.
- The results of the recent survey on customer satisfaction.
- The update on the progress of our new project.

Please be sure to attend the upcoming meetings and workshops to stay informed.

Sincerely,

[Signature]
School lunch rooms—18
Vocational education—25
Debating and public speaking since beginning school
entertainments--
School libraries--20
School nurses and health attention--15
Evening schools--15
Supervisors--20
Military drill--40
Kindergartens--30
Special teaching of deaf and defective children--12

The above facts show the need for community education.
It is possible that teachers, knowing the full value of such
services as kindergarten, dramatics, music, art, shop work,
education of the handicapped, and numerous other so called
extra activities of the schools, can stand idly by and allow
the ruthless slashing of school budgets to go on. If teach-
ers will come out of the classroom and educate the public to
the real value of so called "frills" and "fads", education
will take the same relation to life as the Cadillac to the
one horse buggy of old, the electric light to the kerosene
lamp, and the oil burning heating system to the old wood fire.

C. Salary Slashing Campaigns

1. Reasons for:
   a. Tax delinquency and over education charges.
   When school teacher's salaries were to be brought to
   the attention of the public, comparisons were always made
   with states showing the highest rates of pay. It is usually
   true that such articles depict the school teacher as petted,
pampered and fattened at the expense of the poor tax payer. Very little attention is called to the fact that during the war and for years afterwards teachers' wages remained stationary, while living costs showed tremendous increase. Today, latest reports show, that:

1. One of every four American teachers is now teaching at a rate of $750 per year.
2. Prospects for early closing of schools make it possible to predict that one of every three teachers will this year secure for expert service less than $750.
3. More than 84,000 rural teachers will receive less than $450.
4. One of every 13 Negro teachers receives $125 per month.

In at least 18 states, teachers are paid in warrants, cashable at discounts from 5% up.

Recent State reports on teachers reductions of salaries show: Arizona--20% to 40% (additional reductions probable). Teachers have lost 10%; one discounting warrants. Colorado--5% to 20%. Iowa--one-half of all teachers (1930-1934) will receive $750 per year or less. Legal minimum now $140 per month. Kansas--reduced to perhaps 30%. Louisiana--10% to 40%, average 20%. Michigan--have been reduced and will be reduced 60%, unless more aid is received. Missouri--10% of teachers have contracted to teach for less than $320 this year. Nebraska--40%. Oklahoma--24%. Tennessee--25%.

Salary slashing campaigns have been carried on because of the failure of cities to collect taxes on over-burdened real estate, the main source of revenue to support schools. Until something is done to relieve the tax on real estate, teachers and other municipal employees must expect to bear the brunt of curtailment programs. One way to give some relief is to prevent tax dodging. The Equal Tax League explains tax dodging as "the failure of owners of intangibles (stocks and

1 Ibid., (pamphlet)
Very little attention is usually given to the fact that an additional tax on retail sales may be used to the same effective purpose that a ..... tax on the annual income of individuals and corporations might be used. The fund tax is a very effective way of financing a local government.
bonds) to pay their just share of the cost of government.

The Committee presenting House Bill 1324, in its report to the Massachusetts Legislature, stated:

"In the last ten years the taxes paid locally on real estate have increased from approximately $122,000,000 to approximately $205,000,000 an increase of 67%. At the same time, intangible property has been rapidly growing until this class of property is probably five times as great as all the real estate and machinery. This class of property has been paying less and less of the local tax, until now real estate and machinery, constituting perhaps a fifth or a sixth of the entire wealth of the state, pay about two-thirds of the entire tax: while intangibles, representing perhaps five-sixths of the entire wealth, pay less than one tenth of the tax. "Since nearly all of the tax on industry is this same local tax, its unchecked growth is a real menace to industry."

There is an attempted justification of salary slashing campaigns in an effort to eliminate the number of teachers hired for services considered "Over Educational", and reduce all education offered in public tax supported schools to a minimum. Too often those seeking elimination of such activities as supervised athletics, instrumental music, health supervision and so on base their opinions that such services could be eliminated:

Firstly because they cost too much money.
Secondly because they are things which parents should supply for their own children.

The justification of "fads" and "frills" throws the above reasons to the winds. Furthermore to eliminate those activities would not eliminate the need for teachers, since
the pupils would necessarily have to be assigned to some activity.

Teachers need to learn that any group to become professional must have a working discipline imposed from within rather than from without. As a class, school people have wanted to be considered "professional", and they have feared the mention of salary protection, might reduce their status. It is not consistent to be professional in salary mindedness, and at the same time be professional in educational progress.

Dr. William Trufant Foster, noted economist, says:

The scuttling of the schools is a very serious thing for the children of this nation.

The individual teacher does not like to be charged with selfish motives; but each teacher should take a bigger view than that of his own personal relations, and should stand staunchly for no retrenchment in education. There is no excuse for reducing teachers' salaries.

Rarely is the mention of salary for the teacher made, that professional improvement is not included. If educators are to have a decent living and at the same time an opportunity for self improvement, a sufficient wage level must be maintained, otherwise the one must be sacrificed for the other. The purchasing power of the dollar is no greater for the teacher than for any other group.

"Professional" status is of primary importance to most teachers. And rather than concentrate their efforts to also secure basic economic security they have been willing to sleep

The problem would necessarily have to be regarded to some extent.

Teachers need to learn that my strength to become stronger
should never have a weakening influence through time within
a teacher's career. A teacher who has been left to his own devices
wants to be considered "professional," and many have learned
the sense of self-protection, which recede their rate.

It is not as easy to be professional in one's own method
and at the same time to be professional in one's own profession.

"If will mean nothing broader, more economic sense"

The shortage of the schools is a very serious
thing if the allotted of this nation
The individual teacher does not feel like to be changed
with a different method, but his career has
been forced away from what he can prevent or otherwise
and without any economic or personal involvement
in professional education. It is no longer to
be required for the teacher's career sense
Hence, in the warranty of survival for the teacher may
not be the same in the same time an opportunity
for rosal, that professional improvement is not included. If education
are to have a greater thinking and of the same size an opportunity
it is not self-improvement, a sufficient means I nor shall not be
matters more, appropriate for one not to be considered for the
order in the beginning, but of the condition to an American for
the teacher can for any other group.

"Professionalism" refers to an important importance to most
teachers. Any teacher from professional field thinks of the
become part economic sense. They have been willing to spend

I.W. Manager, October 1938
while the average earnings of workers in industry and government service have gone far beyond their level. Table 51 of the Research Division of the N. E. A., reveals a comparison of Teachers' Salaries with Earnings and Incomes of various Groups Gainfully Employed in 1926. (See Chart 9.)

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Income of all gainfully occupied persons</td>
<td>$2010</td>
</tr>
<tr>
<td>Average Earnings of trade union members</td>
<td>2502</td>
</tr>
<tr>
<td>Average Salary of High Grade clerical workers</td>
<td>1908</td>
</tr>
<tr>
<td>Average Earnings of Workers in 25 Manufacturing Industries</td>
<td>1309</td>
</tr>
<tr>
<td>Average Salaries of U. S. Government Employees</td>
<td>1809</td>
</tr>
<tr>
<td>Average Salary of teachers, principals and superintendents in public schools</td>
<td>1275</td>
</tr>
</tbody>
</table>

Such recognition of the teachers service indicate ways in which it would be wise for teachers to be looking.

The American Teacher,¹ publication of the American Federation of Labor appealed as follows:

"Teachers--Wake Up! For while your profession is a noble one, while you have entered upon it with pride, while you realize the inherent dignity of your calling, you are subjected to the same forces that play upon the vast majority of our population, the fathers and mothers of every child you educate.

"The school teacher is a worker. Call him a brain worker, a professional, or what you will, but basically he is a worker. Furthermore he intends to be a worker all his days. He has given up the chance to make profit, and deliberately chosen a profession notorious for low pay and with the full knowledge that no matter how long he stays in that profession his lot will never be greatly bettered in any material way."

¹New Bedford Teachers' Association Bulletin, Vol. 1, No. 4. (October 1933) p. 3.
Some Salaries and Wages

The table below is the first part of a longer table published by The New Republic for July 10, 1935. The figures for officials' salaries are drawn from the records of the Securities Exchange Commission. Those for the wages in the same industries are taken from the "Trend of Employment" compiled by the Bureau of Labor Statistics of the United States Department of Labor. The individual named in the second column is in most cases the chairman or president of the company. He is usually, but not always, the individual receiving the highest salary. It should be noted that the figures for 1933 and 1934 are not strictly comparable, since the latter covers total compensation, including bonuses, etc.

The weekly wages given for December 1933 and for December 1934 are in each case for the industry in which the major part of the company's business lies.

<table>
<thead>
<tr>
<th>Name of Company</th>
<th>Name of Officer</th>
<th>His Total Compensation in 1934</th>
<th>His Yearly Salary in 1933</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addressograph-Multigraph Co.</td>
<td>J. E. Rogers</td>
<td>$40,800</td>
<td>$23,600</td>
</tr>
<tr>
<td>Air Reduction Co., Inc.</td>
<td>C. E. Adams</td>
<td>76,269</td>
<td>45,725</td>
</tr>
<tr>
<td>Alpha Portland Cement</td>
<td></td>
<td>32,249</td>
<td>19,000</td>
</tr>
<tr>
<td>American Commercial Alcohol Corp.</td>
<td>R. R. Brown</td>
<td>50,797</td>
<td>21,000</td>
</tr>
<tr>
<td>American Hide and Leather Co.</td>
<td>C. F. Danner</td>
<td>18,806</td>
<td>15,000</td>
</tr>
<tr>
<td>American Machine and Foundry Co.</td>
<td>R. L. Patterson</td>
<td>40,000</td>
<td>20,000</td>
</tr>
<tr>
<td>American Metal Co.</td>
<td>H. K. Hochschel</td>
<td>24,000</td>
<td>20,000</td>
</tr>
<tr>
<td>American Radiator and St. San. Corp.</td>
<td>C. M. Woolley</td>
<td>48,000</td>
<td>24,000</td>
</tr>
<tr>
<td>American Rolling Mill</td>
<td>G. Verity</td>
<td>63,000</td>
<td>63,000</td>
</tr>
<tr>
<td>American Safety Razor</td>
<td>M. Dammann</td>
<td>59,740</td>
<td>54,000</td>
</tr>
<tr>
<td>American Smelting and Refining Co.</td>
<td>S. Guggenheim</td>
<td>50,000</td>
<td>40,000</td>
</tr>
<tr>
<td>American Smell</td>
<td>M. J. Condor</td>
<td>64,256</td>
<td>50,000</td>
</tr>
<tr>
<td>American Steel Foundries</td>
<td>G. E. Scott</td>
<td>32,400</td>
<td>32,400</td>
</tr>
<tr>
<td>American Telephone and Telegraph</td>
<td>W. S. Gifford</td>
<td>206,250</td>
<td>103,125</td>
</tr>
<tr>
<td>American Woolen Co.</td>
<td>L. J. Noah</td>
<td>85,300</td>
<td>85,000</td>
</tr>
<tr>
<td>American Zinc, Lead and Smelting</td>
<td>H. I. Young</td>
<td>25,385</td>
<td>20,000</td>
</tr>
<tr>
<td>Anaconda Copper Mining Co.</td>
<td>C. F. Kelley</td>
<td>92,666</td>
<td>208,402</td>
</tr>
<tr>
<td>Anchor Cap Corp.</td>
<td>T. R. Stewart</td>
<td>46,644</td>
<td>31,725</td>
</tr>
<tr>
<td>Armstrong Cork</td>
<td>H. W. Prentiss</td>
<td>48,000</td>
<td>32,400</td>
</tr>
<tr>
<td>Beechut Packing Co.</td>
<td>B. Arkell</td>
<td>20,800</td>
<td>20,800</td>
</tr>
<tr>
<td>Best and Co.</td>
<td>P. LeBoutillier</td>
<td>130,093</td>
<td>60,000</td>
</tr>
<tr>
<td>Bethlehem Steel Corp.</td>
<td>Charles M. Schwab</td>
<td>230,000</td>
<td>250,000</td>
</tr>
<tr>
<td>Blaw-Knox Co.</td>
<td>A. C. Lehman</td>
<td>33,500</td>
<td>36,000</td>
</tr>
<tr>
<td>Caterpillar Tractor Co.</td>
<td>B. C. Heacock</td>
<td>32,066</td>
<td>28,800</td>
</tr>
<tr>
<td>Certain-tee Products Corp.</td>
<td>G. M. Brown</td>
<td>24,000</td>
<td>32,400</td>
</tr>
<tr>
<td>Cluett-Peabody and Co., Inc.</td>
<td>C. R. Palmer</td>
<td>47,166</td>
<td>43,500</td>
</tr>
<tr>
<td>Coca-Cola Co.</td>
<td>R. W. Woodruff</td>
<td>100,500</td>
<td>75,000</td>
</tr>
<tr>
<td>Crown-Zellerbach Corp.</td>
<td>L. Bloch</td>
<td>67,300</td>
<td>67,500</td>
</tr>
<tr>
<td>Curtiss-Wright Corp.</td>
<td>T. A. Morgan</td>
<td>25,500</td>
<td>25,000</td>
</tr>
<tr>
<td>Diamond Match Co.</td>
<td>W. A. Fairburn</td>
<td>100,000</td>
<td>100,000</td>
</tr>
<tr>
<td>Distillers and Brewers Corp.</td>
<td>S. Ungeleider</td>
<td>37,500</td>
<td>27,28</td>
</tr>
<tr>
<td>Eastman Kodak</td>
<td>F. W. Lovejoy</td>
<td>90,903</td>
<td>27,28</td>
</tr>
<tr>
<td>Fairbanks, Morse and Co.</td>
<td>R. H. Morse</td>
<td>62,500</td>
<td>58,500</td>
</tr>
<tr>
<td>General American Transportation Corp.</td>
<td>M. Epstein</td>
<td>60,000</td>
<td>60,000</td>
</tr>
<tr>
<td>Gillette Safety Razor Co.</td>
<td>S. C. Stampleman</td>
<td>60,000</td>
<td>60,000</td>
</tr>
<tr>
<td>B. F. Goodrich Co.</td>
<td>J. D. Tex</td>
<td>60,142</td>
<td>60,142</td>
</tr>
<tr>
<td>Goodyear Tire and Rubber Co.</td>
<td>P. W. Litchfield</td>
<td>81,000</td>
<td>81,000</td>
</tr>
<tr>
<td>Grand Rapids Varnish Corp.</td>
<td>W. E. Brown</td>
<td>25,000</td>
<td>25,000</td>
</tr>
<tr>
<td>W. T. Grant</td>
<td>B. A. Rowe</td>
<td>56,071</td>
<td>36,000</td>
</tr>
<tr>
<td>Great Western Sugar Co.</td>
<td>W. D. Lippitt</td>
<td>33,363</td>
<td>30,000</td>
</tr>
<tr>
<td>Hercules Powder Co.</td>
<td>R. H. Dunham</td>
<td>55,000</td>
<td>31,183</td>
</tr>
<tr>
<td>Hershey Chocolate Corp.</td>
<td>W. F. R. Murrie</td>
<td>91,350</td>
<td>66,550</td>
</tr>
<tr>
<td>Ingersoll-Rand</td>
<td>G. Doubleday</td>
<td>78,000</td>
<td>78,000</td>
</tr>
<tr>
<td>Inland Steel Co.</td>
<td>L. E. Block</td>
<td>48,750</td>
<td>45,000</td>
</tr>
<tr>
<td>Interlake Iron Corp.</td>
<td>C. D. Caldwell</td>
<td>41,424</td>
<td>41,424</td>
</tr>
</tbody>
</table>

The Journal of the National Education Association
It is this feeling on the part of teachers that professional status should relegate salary to the background, that has caused them to be among the worst sufferers in municipal budget cuts. The politicians and taxpayers associations have assumed that professional ethics would keep teachers from betraying their trust or deserting their charges, so they have in many instances let them go unpaid.

Only in cases of general emergency should teachers be expected to make the sacrifices that have been demanded of them during the depression, and then they should only do their share.

b. Lack of organization among teachers.

History demonstrates that there is no record of any worthwhile movement having attained its goal, until its supporters were organized and presented a united front.

Every teacher should consider that record in history, and question the lack of effective organization among teachers with its resulting damage. If the public school system is to be preserved, then every loyal teacher should indorse any plan of organization of the teaching force which gives the greatest promise of success. The public schools are being attacked in the name of economy; they are also being attacked with respect to tenure, loyalty and academic freedom, effects of which may be more far reaching and disastrous than the
It is clear that on the part of the Secretary General, who
put forward some ideas to stabilize the peacekeeping,
the Secretary-General and the Secretary General's peacekeeping
have come into play to some extent. The Secretary-General and the Secretary-General's peacekeeping
are seen as a sort of general field of general peacekeeping,
so that they have

in many instances led to something

not in cases of emergency to ensure security

we expect to make the security that have four elements to

from getting the parameter that they are only to

same.

of lack of explanation some problems.

Historical developments that have to recent time

movement toward an end, but until the moment

the Secretary-General and the Secretary-General's peacekeeping
and

each sector support can be seen as a field in which

discussions the lack of effectiveness of the Secretary-General's peacekeeping

are not only to

beyond the Secretary-General's peacekeeping

plan of operation of the Secretary-General's peacekeeping

in the defeat of the defeat of the defeat of the defeat of

two sectors of peacekeeping in the defeat of the defeat of the defeat of the defeat of

of which can be more to receive and appreciate from the
"loss of salary"—serious as that loss may be in the economic struggle.

Teachers need a plan of organization which will insure:

1. Free public education for all.

This does not mean simply the three R's with possibly some vocational training but also an opportunity for the child to acquire an interest in cultural subjects which will enable him to spend his leisure in wholesome pursuits.

2. Protection of school budgets against constant reduction by those who apparently have no appreciation of the value of education for the masses. Real teaching in any subject is not possible as long as the lack of funds makes it necessary for a teacher to handle too many pupils and to work under the handicap of inadequate equipment.

3. The maintenance of a wage sufficient to provide the teacher with a decent living and to afford him an opportunity for self improvement.

The results of the lack of organization among teachers may be clearly seen from the happenings at the recent investigation by the Massachusetts Committee on Education at the State House, with respect to Repeal of the Oath Law. The committee by a vote of 7 to 6 recommended repeal. That the educators have gone such a long way as to even get such a
The success of any plan of organization must to a great extent depend on its economic and practical value. However, the question of how best to provide education for all must not be overlooked. There is no single answer to the problem of providing educational opportunities for the entire population. Education must be made available to all, not only as a right but as a means to improve one's life and contribute to the well-being of society.

In order to address the issue of educational opportunities, several steps can be taken. First, it is important to ensure that the education system is well-funded and has the resources necessary to provide high-quality education. This includes funding for schools, teachers, and curriculum development.

Second, there must be a focus on equity and access. All students should have the opportunity to receive a quality education, regardless of their socioeconomic background. This can be achieved through targeted interventions and support programs.

Third, there must be a focus on lifelong learning. Education should not be limited to the traditional school years, but should continue throughout a person's life. This can be facilitated through adult education programs and other forms of lifelong learning.

Finally, there must be a focus on innovation and creativity. Education should not be limited to rote learning, but should encourage critical thinking, problem-solving, and creativity. This can be achieved through innovative teaching methods and curriculum design.

In conclusion, the success of any plan of organization must depend on its economic and practical value, but it must also be mindful of the need to provide education for all. This requires a commitment to funding, equity, lifelong learning, and innovation. Only then can we hope to create a system of education that truly serves the needs of all individuals.
recommendation shows the value of organization such as "The Society for Freedom in Teaching". True the society was backed by the American Federation of Labor in its fight for appeal, but does the success, not a complete victory, yet a surprising measure of progress, not give a clue as to what could be done with organization?

The lack of powerful organization of teachers was the greatest factor in the failure of teachers to successfully help the schools through the crisis in education. Although the following excerpts taken from an Albany Teachers' Bulletin in 1935 again refers to salaries, it is a good example of what organized groups can accomplish.

"The code salary agreed upon for bricklayers is twelve dollars a day. The federal government INSISTS that this salary be stipulated as a part of building contracts where 30% of the building costs is an outright grant.

"The antithesis of this social viewpoint is also held by the federal authorities. The public school teachers in C. W. A. schools last winter were paid a maximum of twelve dollars a week.

"The extreme cases are well understood. The skilled labor groups are CLOSELY ORGANIZED. The bricklayer pays about three dollars a month dues.

"The teachers are YET to be well organized. The bricklayers pay about twelve times as much for organization purposes as do the teachers. The bricklayers get twelve times the consideration from the government as do the teachers."

The teachers in Kellogg, Idaho also lacked organization, until May 1935. At that time three teachers were dismissed by their local board, the only notice they received being by newspaper publication. They were given no notice by the
The lack of proper organization of teachers was the

The fact of poverty is a factor in the failure of teachers to succeed

helped the schools improve the caliber in education. Although

the following excellenttaken from an African teacher

The college吸the practice now for practicality in

The President of the Board of Education, Dr. E. W. A. M. A., accused the

examination of teachers gives a "well-organized, best economy to the school, the immeasurable benefits of the educational

why the teachers sometimes a worthy object, putting the profession of teaching into being a "well-balanced, well-organized, best economy to the school, the immeasurable benefits of the educational

The teachers in Kikuyu, using the lack of organization and

In 1935-1936, the only notice given teachers was a

The teachers in Kikuyu, using the lack of organization and
school board that they were not to be elected. Neither had
any explanations of their dismissal been given them by their
Superintendent. The story of "The Election in Kellogg" is:  

"These three teachers, Miss Natalie Ferguson, T. B. Kelly, and L. H. Thornburg, were active members of A. F. T. Local 278, which had been successful in securing a substantial increase in salary for teachers through influencing the miners to vote more millage for education support in the face of the opposition of the bankers and mine operators.

"An attorney was at once employed and ouster proceedings against the School Board started. Mr. George Vanderveer who handled the "yellow dog" contract case for the Seattle teachers, was also retained as attorney for the Kellogg teachers. Unfortunately the recall does not apply to school boards. Representatives of the American Federation of Teachers and the Regional Labor Board visited Kellogg and investigated the case, finding no fair reason for the dismissals. Mr. Charles Hope of the Seattle Regional Labor Board, acting under instructions from Washington, visited Kellogg in the effort to arbitrate the case. President William Green of the American Federation of Labor asked the Federal government to send a conciliator to make a thorough investigation. Vice-presidents Darling and Satterthwaite of the American Federation of Teachers visited Kellogg and made a thorough investigation. All of these found no fair reason for the dismissals. 

"The teachers believed, with reason, that 90% of the citizens were with them. Five hundred signers on the petition to oust the school board from office were obtained without difficulty. From the beginning the public showed that it was hot on the trail of a school board which would be guilty of such rank discrimination. They, therefore, decided to try their case at the bar of public opinion while waiting for court action. Since no press was available to them, they distributed handbills for the information of the public, and told their story in paid advertisements.

"All three teachers entered the primary election on August 14, Miss Ferguson for county superintendent of schools, Mr. Kelly for Probate Judge, and Mr. Thornburg for the state legislature, with the result that they all three not only won but by big majorities.

scooped pond that play not to be detected

and explanation of their extremely poor given stem of sprit

Experimental. The part of the Expository in Nettleton's: "4

"These three cases are the red colored variety of A. C. Kelly, and I hope to have a complete discussion of the species. In the course of my work I have been interested in seeing how the different races of the red colored varieties have the habit of the flowers to vary more, while the flowers of the green"...saccharum. I have also been interested in the case of the red colored varieties of A. C. Kelly. In the course of my work I have been interested in seeing how the different races of the red colored varieties have the habit of the flowers to vary more, while the flowers of the green..."
"In the campaign which followed Mr. Kelly was State Committee man and Miss Ferguson, State Committee woman of the Democratic Central Committee.

"In the general election in November all three teachers won by good margins. The Teachers and the Miners Union have achieved the most remarkable victory Shoshone county has ever experienced. They won all county offices except four; they have the three county commissioners who control the money of the county; they have chosen the county Democratic chairman; they have sixteen precinct committeemen out of twenty-two; they have a state Democratic governor.

"This is a marvelous victory. The Republicans and the old-line Democrats who lost the primary election were both whipped. Any amount of money; all the possible noise and ballyhoo; all the mud-slinging and branding as communists, reds, radicals, incompetents; all the attempts to steal the election, came to naught. The labor ticket with the three union tickets WON.

"And how? They organized. They brought in able speakers including Senator Wheeler and Congressman Monaghan of Montana. They knew their opponents and enemies and they watched them. They told the people the truth and the people backed them up with votes.

"Our Kellogg teachers have given an object lesson in the value of organization. They have shown the wisdom of joining with their friends to fight their enemies."

Teachers have a great deal to learn about the value of organization. No longer can teachers best advance through their own private efforts, for these are days of collective action. Let the teachers note the success of organized groups such as committees on public expenditure, taxpayers leagues, and economy leagues, to learn the real value of organization. School teachers have lacked effective organization while "A few well organized citizens can destroy and are destroying the public schools of the people even though 95% of the people desire to retain these institutions."1

"In the campaign which follows I'm keeping a close eye on the Committee and any other elections. I always have a keen interest in Committee elections and the primary elections for state and county offices. I believe that these elections are important because they determine the future of our party. If we are to win, we must have strong candidates and strong campaigns."
teachers any longer afford not to organize effectively? Is it not time that teachers were awake to the fact that an enlightened public is one means to salvation of the schools?

c. An unenlightened public.

The public school situation must be brought directly home to the people. Faye Read, President of the Classroom Teachers, N. E. A. said in 1933, "The recovery and expansion of the public school system depends on an enlightened public opinion. We teachers must do our part."

One method of enlightening public opinion is for teachers to go into the homes of the school children and talk simply and naturally to the parents about the functions and needs of the schools. Such a method of arousing public support was used by the New Bedford Teachers in their campaign to keep the schools open for the full term. The visits were impressive, and parents were enabled to appreciate the value of school services and were glad to feel that they were really accorded an interest in the schools by the teachers.

Teachers must work together first to shape right public attitudes concerning the school's needs. If all teachers in a community heartily endorse a program of public enlightenment the attempt will have greater success.

Read says finally, "Thousands of teachers, organized for service, devoted to the interests of childhood, cooperating
The people school situation need be frankly grappled

If not done, other problems will soon arise for the teacher

Interfering largely if one means to establish of the school

Of an intelligently guided

The people school situation must be promptly grappled.

"A new..." and "A new..." the teacher or the people

Teacher must be taken in the teacher or the people

of the people's" more a matter of instruction building the people

need of the people's" much a matter of instruction building the people

the teachers' duty for the first term. The motive were importance.

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vive, and potency were expected to appreciate the nature of

school services and more likely to co-operate than were necessary

rather than interjected in the schools by the teacher.

Teacher must work for pupil habits to enable right building

attitudes concerning the school's need. If all teachers in

a community mutually expressed a desire of building up

went the appeal will have greater success.

Dear school friends: Interests of teachers, especially for

service, general to the interests of=civilization, cooperation
with patrons and friends of the schools can control the future of American education."

2. Devices of:

a. Taxpayers' Associations.

Taxpayers' Associations are composed of those whose object educationally is to trim down the teachers' salaries, and load up with excessive teaching burdens that hamper efficiency and to deprive the children of any education other than the three R's. Its aim is to keep municipal, state and national taxes as low as possible. When low tax rates are maintained the groups that could best afford to give the larger share of government support is relieved. The burden must fall to some group and it is usually taken by the workers and municipal employees. The members of taxpayers' associations are usually bankers, capitalists, manufacturers, and some home owners. They carry out a program in retrenchment of city and state expenditures usually hiring a secretary who serves as publicity man, economic expert, contact man, lobbyist and spokesman for the group. Many associations will not allow the names of the members themselves revealed.

In the Boston Globe of November 19, 1933 one of the city correspondents commented on the situation in the city of New Bedford with respect to the school situation. It gives a very clear idea of how the taxpayers' association functions. The bankers through their contact man, supposedly dictated the mayor's budget for the year, and when the controversy
arose concerning the closing of the schools for two weeks, or forcing teachers to work without pay, the correspondent states in the article that the mayor didn't dare weaken on the school question because if he had the bankers would undoubtedly hold him up when he tried to borrow in 1934. The mayor, always the staunch supporter of schools and for nearly 30 years the reliable friend of the teachers had his back to the wall. A small group, about 100 in number, members of the taxpayers' association, controlling the social and economic wealth of the city, hold the power because they control the money of the community and they are able "to dictate how much money each department should spend; to tell the parents just how many weeks of schooling their offspring may have; what subjects their children shall study; how much they shall pay their teachers or whether they shall pay them at all."\(^1\)

Of course the tactics are indirect, but they do force the legislators to do as they say, particularly in local communities.

The prevailing antiquated system of taxation is partly to blame. If most cities were not forced to borrow money from Dec. 1 to Nov. of the next year the banks and the wealth of the community would not be subjected to the taxpayers' propaganda and control.

Some concern in the capacity of the schools for the welfare of the children. As a result of the problem of transportation, the board of education has been working on the problem to find a solution. The mayor's cabinet has been meeting on the school question because it feels the problem is urgent. The proper solution would be to move the schools to a more suitable location. A small group of parents have been meeting to discuss the situation. The mayor has been trying to find a solution to the problem. The community has been asked to participate in finding a solution.

The prevailing sentiment of many in the community is that they do not want the schools to be moved. It is felt that the children will suffer if they are moved to a new location. A large group of parents have been expressing their feelings. The mayor has been trying to find a solution to the problem.

As a result of the community meeting, the board of education has been asked to participate in finding a solution. The parents have expressed their concerns.
b. Politicians.

Politicians with reference to schools may be designated as the "Withins" and the "Withouts", so named because there is an element within the schools known to be as much immersed in political activity, as is the group of politicians not connected with the schools.

The group "within" is the more dangerous. From administrator on down through the school system, there are staff members always reaching for something better which they hope to obtain by being favored by those in political power. What a sad state of affairs when the teacher betrays her co-workers to grasp a politician's promise! What kind of schools has the public a right to expect when the candidate who can best "grease the palm" is placed in charge of the classroom? But as detestable as these practices may be how much more tragic it is for the community that must stand by while its schools are under the administration of a superintendent and school committee that throws the welfare of the children to the winds! It is done and too often! Teachers are powerless to correct it--their attempt to enlighten the public would be considered insubordination, so like the first two conditions mentioned the practice goes on because their superiors by their actions say, "It's the thing to do!" All communities are not handicapped by such conditions. If they were, there would be a much better chance of wiping out the
harmful procedures, for local conditions alone do not cause national alarm.

Too often though the fault lies with the appointment of the superintendent. As previously stated in another section, the superintendent is chosen many times, not because of outstanding qualifications but because he knows "how to play ball". The public knows it and does not remedy it. The teachers know it and do nothing. Ask some of the teachers who sat in on "School Board meetings", (yes there are communities where teachers are interested enough to find out first hand what is going on in the school departments) how they felt when the meeting was over. It is not uncommon to hear that in order to make things go the way a controlling member or members of the group wanted them to go, that there was frequently an element of dishonesty in answers to questions asked by the two or three "honest" politicians on the board. It is astonishing, too, to notice how often the superintendent fails to come through with the necessary recommendation that would do untold good not only for the teachers, for they are secondary, but for the pupils.

That there are the "withins" in the schools, that superintendents have been forced to play ball, that dishonesty in recommendations occurs at meetings, and that the superintendent sometimes fails to put the interest of the schools first, may be placed at the doorstep of the teacher. When
Particulars of the Teacher of the Department

To: All teachers,

The purpose of this memo is to inform you of the upcoming change in the department's schedule. As the superintendent of the school district, I have been notified of the need to make some adjustments to the current schedule due to unforeseen circumstances.

It is important for all teachers to be aware of the changes and to make any necessary arrangements. Please ensure that all students are informed of the new schedule and that all classes proceed as planned.

Your cooperation is greatly appreciated. If you have any questions or concerns, please feel free to contact me.

Thank you for your understanding and support.

Sincerely,
[Signature]

Superintendent
they take their responsibilities as citizens seriously, when they enlighten the public, and when they have done their part to build an organization of teachers strong enough to overcome the power of the "wealth-controlled-politicians", then and then only may they hope for schools without the "within".

A foe difficult to deal with is the group of politicians who are so often the representatives of organized wealth. They are a group that have unlimited resources for malicious propaganda; they have definite programs of action; they are not interested in education of the masses.

They are too often a group that sensing defeat in their attempted attacks upon schools turn to besmirching them with red-baiting lies. Their cries of radicalism, communism, atheism and so on are of the lowest sort. Such subjects for attacking purposes make lively campaign issues, the type the rank and file of the people like. Slander and red baiting, are more interesting to the masses than discussions on programs of economic recovery, unemployment insurance or taxation reform. Their tactics and those of Hearst are aligned.

All the power of organized wealth with its control of political machinery, would be no match for an enlightened public opinion. How can teachers enlighten the public, to the need of electing only those qualified to serve as members of a school board? The problem can not be attacked by individuals, the struggle would be too great. Organization,
new ideas that challenge our existing systems. What if we take full advantage of the public's desire for change and work to build an organization that not only benefits but also empowers those we serve. "an" and "non" are the power of the word, they provide a framework for giving the people a voice. We can use this to our advantage, to create an organization that truly serves the people. A tool designed to deal with the above model of organization.

why are we driven to its extremes? What are the stages that have influenced our behavior? We recognize that there will be differences in the manner in which we approach these issues, but we must also consider the possible solutions that these differences might provide.

Attention, now, to the process of organizing, and the formation of a new society. What will be the role of the economic, social, and political systems in the future? What are the potential solutions to the current economic pressures on the people? How can we use our knowledge of these systems to foster a new foundation of peace, justice, and equity?

The people who make a difference are those who set the example. All the power of organizing is not only to our advantage, but also to the advantage of society. We must use our power to make a difference. How can we use our power to change the world? How can we use our power to make a difference in the world? How can we use our power to change the world?
effective organization of the type that will show the politicians that it is "votes" that elect in a democracy, is the way forward.

Unless dominant political interests and minorities representing special interests, lose their control of the schools, public education may be set back a half a century. Claude V. Couter, Superintendent of Schools of Dayton, Ohio, speaking before the Conference of Public and Private Schools at the University of Chicago in 1935, said:

"During the past five years there has been increasing evidence that the organized school forces of the nation have a real battle before them to maintain the advances that have been made in the last half century toward a non-partisan administration of public education by boards of education in the interests of the nation's children.

"The further development of professional control, under trained school executives, of the operation of public schools, is threatened. We have seen successful raids made upon the public school systems by powerful financial and business interests dictating to politically appointed school boards the activities of the school system that must be dispensed with.

"We have seen numerous instances of school board members of high type replaced by politically minded individuals pledged to destructive retrenchments. We have seen some fine school executives replaced by men of inferior ability and training, and others shorn of authority.

"We have seen a general retrogression in the efficiency and effectiveness of our public schools because of the activities of special-interest groups.

"The issue is plain. Professional control of schools must be maintained and dominant political interests and powerful minorities representing special interests must be successfully opposed, or public education will be set back half a century in its progress."

The teacher would hesitate to become politically minded simply because of tradition. But teachers should learn to
The concept would be to provide a general introduction to the

University of Chicago in 1936, 37.

The further development of the concept of

matters involving school education of the public. We have seen schools that have grown to form the part of the public sector, which means that the public sector is the visible and

visible. The concept of the public sector, which means that the public sector is the visible and

The concept would be to provide a general introduction to the

practical and theoretical aspects of the concept of
"think" for "today", the traditions of the past will not solve the problems of the present. Traditionitis is the teacher's disease that must be cured if many of the ills of the teaching force are ever to be conquered.

A question frequently arises in the teacher's mind concerning the attitude of the public in general toward the possibility of teachers in politics. Uncle Dudley in an editorial in the Boston Daily Globe, April 9, 1936, reveals the way the thinking American feels:

"As one goes about New England and the Atlantic seaboard states he keeps coming upon groups of red brick Georgian or sandstone Gothic buildings embosomed in goodly groves. They are often in some slightly old town or gracious countryside. Happening into them from the race and roar of city life or from the clutter of filling stations and hot dog stands on motor highways is like sailing into a landlocked harbor out of a storm-tossed sea. Spots of Utopia at elbows with raucous Dogstandiana, they seem, like monastic foundations of the Middle Ages, refuges from reality; and that, in truth, is often what they are. For these islands of peace are schools and colleges, some maintained by the states, but more of them supported by private wealth.

"To pretend that life in these institutions is easy would be ignorant nonsense. Most of their teachers are hard-worked; their work is, however, of a kind which they love to do. But they generally take the stand that their job is to teach youth and, this done, politics is no special concern of theirs. Politics, they feel, is a disagreeable, messy business in which a gentleman is pretty certain to get mucked by his opponents. The colleges and universities have gone even further. They have accepted millions from the wealthy and have applied these to such studies as happened to please themselves even though these might, in numerous instances, be classed, as a candid university president has classed them, as 'stamp collecting'. Meanwhile, men who live in Dogstandiana, laboring to bring such order as they can out of its chaos, often look wistfully at their academic brethren in their ivory tower and wonder how much longer
A discussion of the question "Can we do anything to prevent the increase of the caste system in the United States?"

To one great extent we are fighting an inherited battle. A battle for justice. We are fighting for the right to be free and equal. We are fighting for the right to be heard. We are fighting for the right to be counted.

And this fight is not just for ourselves. It is for all humanity. It is for the freedom of all men. And we cannot afford to lose.

We must continue to fight for our rights. We must continue to fight for justice. We must continue to fight for equality.

And we must continue to fight for the future. We must continue to fight for the promise of a better tomorrow.

For we are not fighting just for ourselves. We are fighting for the future of this country. And we are fighting for the future of the world.

We must continue to fight. We must continue to resist. We must continue to stand up for what is right.

And we must continue to hope. We must continue to believe. We must continue to dream.

For we are not fighting just for ourselves. We are fighting for the future of humanity. And we are fighting for the future of this country.

We must continue to fight. We must continue to resist. We must continue to stand up for what is right.

And we must continue to hope. We must continue to believe. We must continue to dream.
that Olympian aloofness can be maintained. Do they hear no call from the world of sinking ships and praying hands? Do they feel no share of responsibility for the social well-being of the masses whence of necessity they derive their support? In our European homelands, for centuries past, it has been recognized that universities are institutions which, in order to survive usefully, must pour a stream of life-giving thought and action into the blood of their surrounding societies. Individual professors often do feel this responsibility (and get into trouble with their prexies for shouldering it), but not the institutions as a whole. Social problems as such, they have held, were no affair of theirs—possibly because a frank examination of those problems would offend their wealthy donors. So they have held down a bench on the sidelines or stayed away from the game altogether.

"This is rapidly becoming no longer possible. The hatred of the professorial class by politicians is startling. Professors must abandon their ivory tower, or there will be no tower. That our universities should fall under the dominion of politicians would be a calamity comparable to the sack of Constantinople by the Turks—which dispersed the men of learning throughout Europe and thus begot the Renaissance and our modern civilization; and that is a double-edged remark on which the reader is free to meditate at his leisure....But if the universities are threatened with such a disaster, whose fault is it? President Angell, in his annual report published this week, sees the danger, admits the fault, and names the remedy. Education for mere utility, he says, is, of course, a shallow conception; but the universities do owe it to the society which sustains them that they lend their best abilities to its needs.

"The vice of the intellectual classes is to desert public life. When they do they are certain to suffer in the end from the very ignorance, resentment and envy which their withdrawal from the burden-bearing of our common existence naturally engenders.

"If the teaching profession, especially in the colleges and preparatory schools, will accept this challenge to their freedom of thought and action, thrown at them by politicians, by coming back into the fray, by standing up for their rights, and finally by bearing an active share in our public life, this attack will have been the best thing that ever happened to them, and perhaps one of the best that could happen to the country."
D. The Reduced Position of the Teacher

1. The term "Reduced Position".
   
a. Its meaning.

   Before discussing the term "Reduced Position", the position of the teacher in public education should be considered. It is true that the teacher is the agent of the State Government. The only way in which schools can be conducted by the states is through a series of agents. The most important of these is the teacher, because the teacher is in most direct and intimate relation toward the pupils. The teacher should be, because of qualifications and education, an expert, capable of fitting the pupil to take his place in society and making of him a constituent member of the social group. The teacher should also stand for a cultural and personal excellence that will raise him in this respect above the level of the group in the social, political, and economic life of the world about him.

   The teacher in colonial and Civil War days, although not economically secure, was a respected member of the community. Teaching was considered a profession.

   Today there is a great misunderstanding and misconception of the teachers and their work. There is a common attitude towards teachers, among the educated as well as the ignorant, that school teaching is just another cog in the
I. The Teacher and the Teacher Training Program

It is often said that the teacher is the mirror of the society. The task of the teacher is not only to teach the students but also to instill in them the values and principles of life. The teacher is expected to be a role model, a guide, and a mentor.

The teacher's role is crucial in shaping the minds of the future generation. The teacher's attitude, behavior, and values can have a profound impact on the students. The teacher must be knowledgeable, dedicated, and passionate about teaching.

In the modern world, the teacher's role has expanded. Teachers are expected to be not only educators but also counselors, mentors, and leaders. The teacher's influence extends beyond the classroom, impacting the students' lives in numerous ways.

The teacher is a key player in the development of the students' character. The teacher's ability to inspire, motivate, and challenge the students is essential in shaping their attitudes and behaviors.

In conclusion, the teacher's role is vital in the education system. The teacher's impact on the students' lives cannot be overstated. The teacher's commitment, dedication, and expertise are crucial in preparing the students to be successful members of society.

The teacher is a catalyst for change, inspiring students to think critically, question, and explore. The teacher's role is significant in shaping the future leaders of our society.
wheel of economic machinery. One writer listened while a speaker said:

Wages of school teachers will have to come down. They're getting altogether too much for what they do. Preparation? Nonsense! It doesn't need any education to teach a roomful of little kids their a b c's.¹

Remarks like the above are old stories to the teachers. But what have they done about it? Up to 1934 very little had been done to bring correct knowledge of the actual status of the teacher of today before the public. One bit of propaganda became a long tale before the enemies of public education were considered important enough to be answered by the teachers. Is it too strong to say teachers themselves are responsible for their "reduced position"?

By "reduced position" is meant the lessening of respect on the part of the public, their unwillingness to accept teaching as a profession.

b. Disagreement on term "Professional".

The first step, it would seem, is to clarify what a profession is and then consider what the obligations of our profession are. Is teaching a profession?

A flier issued by the American Federation of Teachers analyzes the requirements of a profession as follows:

1. A profession requires that its members be trained.

I.'s Mirror of Economic Reality. "Emissary of the Public Interest".
2. A profession requires that those who practice it shall devote themselves to public service, shall concern themselves with the public good.

3. A profession should determine its own standards.

4. A cultural standard of living is expected of professional people.

5. Professional people must seek to raise the standards of their particular profession; must devote themselves to bettering all phases and aspects of the work which they have elected to perform.

1. Are all teachers trained to meet the requirements of a profession? Charges are frequently made that teachers are not properly qualified persons to be carrying on the important task of training today's youth. There is some ground for the charge, although progress is being made to improve standards.

2. Teachers certainly cannot claim fulfillment of the second requirement. They have tried so faithfully to obey orders to keep within the classroom that they have not dared to venture into any territory or domain that savored of "public interest".

3. Chapter I discusses the need for teachers to determine their own professional standards. Can you imagine the teachers' organizations suggesting such a policy to school boards or superintendents? The American Federation flier asks further:

   Do teachers at present determine their own professional standards? Can you imagine any physician allowing a lay body to determine what he shall prescribe? Do teachers "prescribe" courses of study? Are there many places where members of the bar are required to teach Sunday School? Does any community say whether dentists
shall wear soft collars, or play cards? Who determines teachers' standards? Not teachers, as yet.

4. If teachers are professional then they need to have the means to permit a cultural standard of living befitting professional people. Chapter 4C reveals that teachers do not enjoy a cultural wage. The American Federation of Teachers states that the median salary of teachers is $1200 a year.

Disregarding for the moment the large number of teachers that have family responsibilities, we ask, how far $1200 goes for one person's housing, food, dress, medical care, church and charitable contributions, books, theaters, magazines, concerts, travel, membership in professional organizations, continuous contact with the progress within his own profession and all the other things that go to make up 'a cultural standard of living for the professional man or woman.'

5. Teachers should endeavor to further professional advancement—they should take the first step to raise the standards of teaching, teachers, and the schools.

The medical body is one of the groups to which the public en masse attributes the title "profession." If the five requirements to determine the meaning of the term profession were to be tested by a comparative study of the functioning of the teaching group and the medical group teachers would have a clearer understanding of the failure of the public to recognize their rating.

An editorial in School Life declares that it is obvious that teaching is capable of becoming a profession so far as the nature of the service is concerned but two things are necessary:
The sorority's self-defense program, a great feature and a necessity.

The sorority's self-defense program is a great feature and a necessity. It teaches bettor self-defense in their college. The sorority's self-defense program is a great feature and a necessity.

The sorority's self-defense program is a great feature and a necessity. It teaches better self-defense in their college. The sorority's self-defense program is a great feature and a necessity.
1. The period of training must be lengthened.
2. The science behind it must be mastered.
   It can never rank with other professions in financial returns because teachers are in public service and it is not expected that the public shall pay what a private employer should pay for service or equal worth.
   "The poor standing of the teaching profession in social esteem has been largely due to the teachers themselves. It can be corrected only by a change in the attitude of those of us who enter it. So long as we do not respect our own calling others will not respect it." 1

(c. Attacks upon schools take right about face to attacks on teachers.

1. Newspaper editorials, with New Bedford the example.

The newspapers of the country are controlled mainly by big business and capitalists. When tax payers associations and bankers prepared their attacks upon public schools under the guise of economy they realized that the support of the public was necessary. The editors were given their orders as to which side of the fence they were to sit on. The editors may have had their own convictions on the question as the New Bedford teachers found when they arranged a conference with the editor of their local newspaper to discuss the attitude of the publishers toward the teachers. The New Bedford teachers became alarmed during the Educational Crisis. Attacks on the school budget had turned to attacks on teachers and no opportunity was missed it seemed by the local papers, to print any editorials or news that would place the teach-

ers in public disfavor. There was a practically unanimous body of teachers in the city that believed there was something to the cry of Secretary of the Interior Wilbur when he exclaimed at the Conference on the crisis in education in 1933:

"Fight through for these American school children. Fight the highways, fight the politicians, fight all the groups—it's worthwhile."

That is just what the teachers had been doing. They were fighting, not for an increase in salary, not for relief in overburdened classrooms, these items were never mentioned, but they were fighting to save the schools and all that the schools offered. They were partially successful—they saved the cultural subjects of music and art, the shop program remained intact and the teaching corps was not seriously depleted; although married teachers were asked to take a leave of absence for one year to allow teachers who would receive minimum pay to take their places—and thus reduce expenses. The physical education program was nearly wiped out, and adult education, evening school programs and Americanization classes entirely excluded.

The teachers were fighting to save New Bedford's schools. The pressure groups were strong however, and they had the advantage because they controlled the newspaper, and if they didn't control it they knew that it was wise to make contacts with the reporters and editors and to keep them well informed,
There was a proprietary movement in the city that affected these areas.

The most significant for these American schools was the drive to improve the political and social climate.

That drive was significant in the sense of the socio-economic status of the areas that were affected by the movement. It was a matter of concern that these areas were being neglected and that the socio-economic status of these areas was declining.

The drive to improve these schools was not a new phenomenon. It was a matter of concern that these areas were not being adequately represented.

The drive to improve these schools was not just a matter of concern for the schools themselves. It was a matter of concern for the community as a whole to maintain a healthy and vibrant community.

With the rapidly changing city, many schools were finding it difficult to keep pace with the new environment.
something which teachers again had failed to do.

A mass meeting of teachers, citizens and parents, called by the teachers, was held in the largest meeting place in the city and for the first time during the struggle the teachers realized that the mass of the population was also interested in saving the schools. At that meeting one of the teachers read a paper in which she criticized the attitude of the local press toward the schools and the teachers. This led to a courteous invitation on the part of the publisher to meet him and talk over some of the criticisms of the press.

The invitation was accepted and the interview was a very pleasant and understanding one. The publisher had been a teacher himself and his impressions agreed in general with those of the teaching body. The report of the conference to the teachers stated:

He wished to assure the teachers of the desire of the paper to cooperate in the future and suggested that any time the teachers felt that they had been incorrectly quoted or misrepresented, or had any subject they wished to present they would be welcome to consult with the editorial staff.1

Again the teachers had been "setting the wrong way too long". They should have worked for an enlightened public opinion as soon as the attacks on teachers and schools started. The result of the newspaper conference shows that the voices of many are strong.

How many organizations of teachers have met with the newspaper publishers of their respective communities? How many teaching groups allied themselves with other organizations to put through a plan of defense for the schools? Does anyone think for a moment that if the teachers of New Bedford had not stood as one for a "hands off" policy on the school situation and had not allied themselves with the American Federation of Teachers that there would have been a changed attitude by either the press or pressure groups toward the schools and the teachers? The newspapers and publishers may deplore the fact that teachers' Unions exist. That is not because the union is non-professional--the sham reason forwarded is the usual warning to teachers. What pressure groups and newspapers fear is votes! Alliance with the union in New Bedford meant about 25,000 to 30,000 votes. Would there be a lessening of pressure against teachers by organized minorities with such power at the disposal of the teachers? The changed attitude of the press in one locality proves that the voices of many are strong; in unity there is strength. When the teachers present a united front in cooperation with other groups outside the schools the newspapers will find a way to push with them in saving the schools. Outsiders must become interested. An editorial in the St. Paul News discussing the appeal of the Commissioner of Education for more funds comments:
newspaper organizations or cooperatives have met with the

wise, effective leaders of local newspapers and state organizations to form an effective, unified front in the protection of the news profession. The leaders of the news profession must become interested in the operation of the local newspaper organizations or cooperatives in their state.
The trouble is that the schools have cried 'wolf' so often in the past that the public has gone deaf. It is probable that the schools are as badly in need of funds as the Commissioner states. But to be convinced of the fact it required the word of some independent authority. Once convinced that the schools are badly off and that the best possible use is now being made of the increased appropriations which have been granted each year, the people of St. Paul will answer promptly the cry for help. Now is the time for some unbiased author-ity to get at the facts.

2. Teachers accused of greed for money, anti-social teaching, etc.

Teachers have been accused of about everything—from the breakdown of the economic system to the teaching of communism. But when they are accused of a greed for money, then the drama becomes a farce. Sufficient space has already been given to this subject in Section IV C. It might be well to add however that teachers should make use of the newspapers to put the real facts with respect to teachers' salaries before the public. It is not an uncommon statement from the average citizen that teachers shouldn't complain; they make lots of money. If asked what is meant by "lots of money" the answer is usually $75 or $100 a week. No wonder the public thinks teachers are greedy when they object to further salary cuts. Such impressions should not be allowed to continue. There is only one group that should stop them and that is the one most ef-fected—the teaching group, should take it upon itself to ed-

The trouble is that the schools have always failed to receive the proper funding and resources needed to provide quality education. It is often the case that the schools are only funded to the extent that is necessary to maintain the basic infrastructure. This has led to a cycle of underfunding and lack of resources, which in turn affects the quality of education. The importance of education cannot be overemphasized, but in many places, it has been neglected. We need to invest in education, not just for the sake of it, but for the future of society.

Teach in the field of economics or finance to keep your money safe.

It's important to have a sense of security, particularly in the face of economic uncertainty. The teaching profession offers a stable income and the opportunity to make a difference in the lives of students. It is not only a rewarding career but also a way to keep your financial security. The teaching profession is not just about making a living; it's about making a meaningful contribution to society.
ucate and enlighten the public. Articles similar to the one mentioned by John Dewey in a speech at New Haven, should certainly be answered and refuted by a teachers' group.

"I should like to call attention to the leading article in the issue of the Saturday Evening Post, which bears the date of the meeting here today, January 28. I hate to advertise this because I am afraid somebody will go out and buy the Post, and I would rather urge something in quite the opposite direction.

"The social and economic position of this writer and the general humaneness of his point of view are sufficiently indicated by the fact that he states that the income tax is communistic and is the beginning of communism in this country, and then goes on to say that taxes ought to be levied per capita irrespective of difference of income and not per dollar on the dollars of the taxpayers. But he then goes on—and this is the thing in which I am particularly interested—and picks out the public schools of the country and the wages of the public school teachers as the chief topic in his plea for reduced taxation. The entire tone of the article is to create the feeling that the public school teacher is a pampered, petted creature living at the expense of the hard working and hard pressed tax payers. This is one of the many points where a group representing large financial interests is already organizing a campaign, using the depression not in order to secure legitimate and desirable changes in the internal workings and administration of a government devoted in undue measure to serving privilege, not to secure a new method of tax revision in the whole system and method of taxation, but to make public servants and especially school teachers the goat."¹

It is easy to understand why such attacks are made on teachers. These statements usually go unchallenged and the writers feel that they are safe, so long as the weak organization of the teaching force continues.

Newspapers have given much space to the topic of anti-social teaching in the schools. If teachers have been guilty

¹ John Dewey, Speech before Teachers' Union of New Haven, Saturday Evening Post, (January 28, 1933) Crisis in Education p.l.
of such practices then the public has a right to demand an investigation and see that corrective measures are taken.

Most of the publicity, however, is simply a cloak used by politicians and capitalists to get the control of the schools out of the hands of teachers and administrators. These attacks should not go unnoticed and unchallenged.

Teachers resent anything which savors of fascism and communism. All accusations to the contrary teachers have objected to the taking of loyalty oaths on just these grounds. The oaths and all other autocratic and arbitrary methods used by selfish interests to destroy the integrity of teaching and the influence of the schools are further attempts to take away the freedom of speech and sidetrack the efforts of teachers to send pupils out into the world knowing "how" to think, and with a knowledge of economic, political, and social conditions of which they are a part.

The resolutions passed at the Convention of the N. E. A. in 1934 on Academic Freedom, and again in 1935 by both the N. E. A. and the American Federation of Teachers, an organization which by the way has been working for academic freedom since 1923, shows that teachers are beginning to think of their responsibilities to the social order. The furthering of the principles of Freedom in Teaching as set forth by these two organizations should be the teacher's answer to anti-social teaching.
of such improvement that the public has a right to gain by
information and use and the cooperative movement is hence
more of a problem to solve than to create a check upon
by participation and cooperation to get the contract and the
objective out of the hands of professors and administrators.
These services belong not to instruction and methods

Ten years ago there was much service of teachers and
communities. All communities are the community teachers have of
acceptance to the task of training pupils on their home
the teacher may still other educators and experimental method

The teacher is all that is necessary; the teacher and the
influence of the teacher are in the future more in the
stead the teachers of today and the problem of the
are to stand beyond, but into the world tomorrow "He who
will with a knowledge of economic, political, and social

The teachers and the teachers and the communities of the
in 1868 on Vocational Training; and again in 1933 on the
A. A. and the American Association of Teachers in cooperation

their mission on the way we are building for economic peace

Since 1933, how are the teachers and the beginning to think of
the importance of Teaching in Teaching as yet the only way

Two acquisitions are the social workers and the teachers

social workers.
"The task remaining before the teachers of the nation to implement these principles by means of mass organization, marshalling of resources, and the creation of the necessary instrumentalities so that the individual teacher in the most remote village school will be made secure in the discharge of his professional obligations. Potentially the teachers possess great power. They should learn how to develop and use their power.

"The problem of the teachers, however, is not unique. It is also the problem of all those who are engaged in the arts of expression, in the dissemination of knowledge, in the development of thought, in the molding of opinion and character—newspaper workers, authors, and dramatists, clergymen, as well as teachers and others who are customarily classed as educators. Clearly representatives of these professions should collaborate in the attack upon the common problem. If united, they might make of the modern agencies of communication and education an instrument of enlightenment sufficiently powerful to turn back the rising tide of reaction and obscurantism which now seems to be spreading through the world."}

1 The Social Frontier, Article by "The Editors", Vol. 1, No. 5 (February 1935) p. 5.
CHAPTER V
THE TEACHERS RESISTANCE OR DEFENSE

The educational profession must accept its social responsibility to a tremendously increased degree, if it is to gain in power and prestige, or develop a means to resist attacks on schools by offering a strong defense. It is not intended that schools be autonomous; it is desirable that teachers should work to bring about a merited confidence of the people; they should be so organized that it would not be hard for them to withstand the attacks of selfish and often times ignorant minority groups. The teachers must have a knowledge of the social problems of the day, and should take the place so long abandoned by the teaching group—that of an intelligent and interested leadership in the community.

A. PROPAGANDA

Thoughtful members of the teaching profession are deeply concerned about the propaganda used by certain pressure groups to intimidate the teaching force. It is perhaps advisable to state briefly what propaganda is and how it operates educationally.

Propaganda is the desire to produce belief and action in accordance with fixed desires and without regard for truth. The very essence of propaganda is its unfairness, and it is usually resorted to when activities are not legit-
imate. It may easily become a mass activity of the entire people, for catch words and phrases, used in appealing advertising and posters help the spreaders of propaganda to forward their plans in the minds of a gullible public. Propaganda has been a successful weapon in the attacks on schools and teachers because:

1. Propaganda had popular appeal particularly when the people, misinformed concerning the true facts of the economic conditions of the times, readily acquiesced to a promised relief from heavier taxation by reducing school budgets.

2. Powerful authorities and pressure groups attacked attempts of teachers to organize with outside groups such as labor by propagandizing with attacks on teachers to break down their morale, sometimes asking for dismissals of teachers so organizing.

3. By using false pictures and false figures tax payers' groups have propagandized to gain support of their plans to reduce budgets. (For reference see The New Bedford Teachers' Association Bulletin, Vol. 1. No. 5, "A Study in Taxpayers' Association Propaganda.") In the article the secretary of the taxpayers' association claimed that the Schools were getting a "larger piece of a smaller pie", but his figures according to the teachers are far from correct. The schools are accused of receiving 35.65% of the total city budget. The best the teachers can make with the actual figures is
If any exactly become a main activity of the entire
people, for certain words any phrases, need no special
material and people help the above of paragraphs to
formally express plans in the name of a unit in adapting to
people have been a successful second in the assistance on teachers
and resources because:

If progresses may broader expanses particularly with the
people's material and concerning the true face of the resources
conditions of the time, really Scholes' to a becoming
better from you, even more when resources embarrass
so powerful support and because resources approach
attitudes of teachers to agree with more groups and
as important in progress with resources on resources to agree
how their more resources sometimes requiring the knowledge of resources
so organizing.

In many these situations any face issues sex behavior.

In many these situations any face issues sex behavior.

Because have been the note of their teachers.

Because have been the note of their teachers.

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In the study a section of

But we G. A. Study in Texas.

Because a "teacher place of a smaller line but the resources
resources to the teachers to get from connect. The teachers
are several of resources at 28% at the fort city budget.

The point for teachers can more with the school likewise in
Several similar illustrations are cited and all have been disproved by the teachers.

4. Propaganda in the newstory. The newstory in propaganda usually contains only the side which the controlling powers see fit to print. The story is a type that appeals:

a. to fear as to what might happen if schools are allowed to continue to cost increased money.

b. to the expression of hope that the public will support those groups endeavoring to bring about a "safe" and "sane" education.

There is always, too, an element of hope for reduced taxes if the program of the "Propagandist" is carried through.

American public opinion develops in a very interesting way. It is usually quick to hop onto the bandwagon of any group that has the unusual or sensational to offer, and it is an easy prey to cleverly applied propaganda. Perhaps this is due to the well defined interest groups in American life, along economic, social, political, fraternal, religious and other lines too numerous to mention. These groups have varying interests and views. And all these groups according to Bessie L. Pierce, who has made several studies of public opinion and history teaching, influence education. Miss Pierce studied more than 200 organizations seeking to influ-

ence the American Schools, some of them such as the Legion, Daughters of the American Revolution, Chambers of Commerce, etc., virtually seeking to control teaching with respect to social, economic, moral, and political problems.

In the 13th Yearbook of the Department of Superintendence, Jesse H. Newlon, says, "Propaganda is a word to conjure with." He also says that this is an age of political, social, and economic power groups and pressure groups whose methods are little understood; that propaganda is an art, a profession; one cannot distinguish between actual information and propaganda. It is propaganda that appeals to prejudice.

There is no intention on the part of Dr. Newlon to have teachers adopt the methods of power groups or pressure groups by lobbying or propagandizing. He does state:

The profession must acquire a realistic understanding of the sources of power in the society which it serves and act in accordance with the facts. Otherwise it will be futile in its attempts to influence the public mind.

I. L. Kandel in his new publication asks, "Can education and propaganda be used interchangeably?" Here Kandel speaks on propaganda with reference to controversial issues in the classroom. Perhaps a statement by Hon Harold L. Ickes, Secretary of the Interior will suffice to clarify the stand


new, the American Congress, the American Academy of Arts and Sciences, and the American Council of Learned Societies have been urged to take specific steps to further the free exchange of ideas and knowledge. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) has also been called upon to play a more active role in promoting international cooperation in the field of education.

The international community has a responsibility to ensure that the exchange of ideas and information is not hindered by political or economic considerations. The free flow of knowledge is essential to the advancement of science, culture, and democracy. It is therefore important for all nations to work together to promote the free exchange of ideas and information, and to support institutions that facilitate this exchange.

The importance of international cooperation in the field of education cannot be overstated. It is through the sharing of knowledge and ideas that we can build a more just and equitable society. The United Nations, UNESCO, and other international organizations have a vital role to play in promoting this goal. It is up to all of us to ensure that the exchange of ideas is not restricted by national borders, and that we work together to create a world where knowledge is freely shared and used for the benefit of all.

In conclusion, the free exchange of ideas is essential to the advancement of science, culture, and democracy. It is up to all of us to work together to promote this exchange, and to support institutions that facilitate it. Only then can we truly achieve a world where knowledge is freely shared and used for the benefit of all.
that should be taken by teachers on this issue.

If a teacher must subordinate intellectual honesty to the clamor of the moment; if a teacher through fear of losing his position dare not disclose the underlying falsity of a problem with which his students are wrestling; if a teacher closes his mind and refuses to admit new evidence against ancient hoary belief; then our educational system has indeed failed and that teacher has become a propagandist of theories which may have no basis in fact. History has shown that only that which can withstand the searchlight of truth can also withstand the wear of the time.

Frances M. Foster, editor of "Progressive Education", feels that the teachers have an obligation on their part to "propagandize" by "telling the public". She says;

The obligation confronting the educator today, when schools are battling for mere existence is that of interpreting modern education to the public in language that it can understand. The schoolman has the necessary background. But for so long he has been cloistered and unchallenged that an educational vocabulary has grown up which is almost unintelligible to the layman. The new skill he must acquire is that of telling his story simply, humanly, and interestingly. Not only must he learn to do this, but he must believe the task worth while. Once these things have been achieved, not only will the public get more accurate information about their schools, but many of the handicaps under which modern education now labors will be removed—not by the educator directly, but by the simple procedure of 'telling the public'.

An appeal by Charles W. Taussig, of the National Youth Administration, calls for the teachers to take some action concerning propaganda as it affects the schools, and to prepare a defense against it.

High school courses should reveal the whole sordid story of ward heelers, spoils systems, lobbies and cor-

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1 High School, Vol. 1, No. 12. (March 21, 1936)
The adoption to children of "prospective parents" is a serious matter and one which requires careful consideration. The reasons for adopting children may be varied, and each case must be evaluated individually. The decision to adopt should not be taken lightly, as it requires a significant commitment of time and resources. Prospective parents should consult with professionals, such as social workers or adoption agencies, to ensure that they are making an informed decision. It is also important to consider the emotional and psychological impact of adoption on the family and the child. Prospective parents should be prepared to provide a stable and loving environment for the child, and to commit to the long-term care and development of the child. The adoption process can be complex and time-consuming, but it can also be a rewarding experience for those who are truly prepared to take on the responsibilities of parenthood.
ruption and the nature of propaganda. What with certain types of public relations council, news syndicates and radio, a lie travels infinitely faster today than it did a hundred years ago. Propaganda is the only weapon against which we have not begun to create a defense.\footnote{1}


The teachers' first responsibility in the profession is interest in the welfare of the child. No other demand or need can take precedence over it. That the teachers first thought even in the darkest days of the depression, has been for the children, is unquestionable, although propagandists would represent it as otherwise.

Representative Lundeen, speaking on "The Three R's of Economized Education—Retrenchment, Retrogression, and Ruin," at the close of the last session of Congress, contrasted the role played by "big business" to bring about disastrous results in education by fostering programs of ignorance, with that played by the American Federation of Teachers. He noted the Federation specifically as "a militant, progressive body to which friends of education everywhere owe a debt of gratitude for its unceasing efforts on behalf of legislation."

The teachers were guided by a principle of no further retrenchment in education that would cause the closing of schools or the reducing of vital services to the children.

2. Question of Salary—Secondary.

Maxine Davis, in "The Little Red Schoolhouse" written in \footnote{1}Cited. Pamphlet.
Teaching Reference to Terms of Reference of Arbitrator

The reference term "Teaching" is in the present document. No other terms.

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Teaching Reference to Terms of Reference of Arbitrator
1934 estimates that the total amount of unpaid salaries to teachers exceeds 40 million dollars. And teachers, although not paid for as long as 8 months worked during the depression without receiving one cent in salary. Further:

"A teacher, even though needy herself, cannot see little children suffer. If the records of last winter were written, they would tell a noble tale of self-sacrifice. New York City teachers contributed $2,500,000, often 5 per cent of their salaries, for relief work among their pupils. In Caspar, Wyoming, teachers are paying for children’s lunches. Detroit teachers are giving necessities, from oatmeal to eyeglasses, books and shoes to the needy, and contributing their free time to investigating and aiding home conditions. The story is endless.

"Still, a third of our children are being taught by men and women whose qualifications are sub-standard, whose pay is below the subsistence level, and who are working against indefensible teaching conditions."

Salary has always been relegated to the background in the case of teachers, for there is no class of workers who have the children’s welfare any more at heart than they. When teachers have brought the attention of salaries before the public it was always as a result of an enlightened teaching group realizing the need of placing facts before the public.

The New Bedford Teachers accepted cuts in pay, deprivation of sick leave (while many municipal departments did not), gave up evening school education, had classes considerably increased in size, had worked one week without pay, and had some activities curtailed, before they finally met and decided unanimously that it was time to call a halt. The teachers

1 Maxine Davis, "The Little Red Schoolhouse", pamphlet.
had been asked to work two weeks without pay. In an extreme emergency they would gladly have consented to do so. It was not the loss of money about which the teachers were concerned, it was fear as to what the future would unfold if the pressure groups were successful in getting the teachers to work without pay? What would happen to the rest of the municipal employees? What would happen to labor? Was this an attempt on the part of "big business" to see how far they could go with "payless weeks"? It might prove one way out! "Big business" had not experienced such a disastrous depression before. It did not know which way to turn for relief from economic pressure. Reduction of taxes seemed to be the only recourse and the largest part of the tax dollar went for education. The logical place to strike, it was figured, was at the part which caused the greatest burden. Then, too, the ideals of the new education were not entirely sold to the public and the business men felt that curtailing "frills and fads" was one way to promote acceptance of a plan for reduced taxation. The teachers, however, fought any move to take away from the children, those activities they had been years in acquiring with the anticipated result of salary slashing. Teachers accepted salary cuts, rather than have their "business houses" bear the brunt of the depression, yet chart 9 shows that many business men, even at the worst of the depression continued to ride on the waves of high salaries. Did the parents want their children to attend
"charity" schools? The teachers were thinking! They had seen the results of teachers working without pay in Chicago. They did not feel that the end justified the means, particularly when the sacrifice of money on the part of the teachers did not save the schools of Chicago from a serious retrogression to inadequate programs. The children did not escape the effects of the budget slashing any more than the teachers. Then who was benefitting? A careful scrutiny of Taxpayers' Association Propaganda answers that question. The mushroom growth of private schools around Chicago also shows that only the children of the average taxpayer and the poor were going to be the victims.

Have the teachers lost prestige when they have made a determined stand against school budget reductions? No they have not lost, they have gained prestige and won the respect of the majority of the public. It has been the actual experience of the writer that the public appreciates an opportunity to hear both sides of a school controversy, and when teachers go out to fight, with dignity, for the safety of the schools the public is grateful. The stand taken by New Bedford teachers brought good results. It was not a hit or miss program of activity that was launched by the educators when they realized that it was their duty to safeguard school interests. It was a well organized plan of action, the results of months of careful study on the school situation, by an
I have never seen the necessity of teaching students without any preparation. They all have their own ways of learning, and by varying the manner of instruction, I have been able to meet the demands of the pupils and the public. Some of the pupils have been slow learners, and I have seen the necessity of providing additional support to enable them to keep up with the rest of the class. I have used many different methods of teaching, and I have seen the necessity of constantly adapting my teaching methods to the needs of the students. I have also found it necessary to use a variety of teaching materials to engage the interest of the students. I have seen the necessity of constant revision of the course material, as well as the necessity of providing additional resources to support the students. I have also found it necessary to use a variety of teaching styles, including group work, individual work, and small group discussions, to cater to the different learning styles of the students. I have also found it necessary to use a variety of teaching techniques, including visual aids, diagrams, and models, to help students understand complex concepts.
earnest, thinking, courageous group of a small number of progressive teachers who led the way.

When the teachers were asked to work two weeks without pay, a warning given by certain interested citizens the year before, had come true. These citizens had said the previous year--"If you work one week without pay this year, you will be expected to work two next year, and you will find your free services will continue to double until you show that you are organized and organized as a strong minority." A study of the past experiences seemed to justify the statement.

Mr. Joseph Eccleston, a member with 18 years service on the New Bedford School Board, addressed the teachers as follows:

In 1932 salaries were considerably reduced, you were asked the next year in addition to give one week's service without pay. Was it necessary? Your school committee that same year returned $66,000 to the mayor. This was done in the hope and expectation that the budget of 1933 would at least equal that of 1932. Instead a further cut of $134,000 was received. Could you expect better treatment next year if you now worked two weeks without pay?

Four of the six members of the Board supported the teachers in their belief that asking teachers to work without pay was not solving the problem so far as the welfare of the pupils was concerned. The teachers fought for no further curtailment in school services and to date they have been successful, not only in stopping the attacks, but in obtaining an increased budget which has not meant any return on

1 New Bedford Standard-Times, Nov. 1, 1933.
the salary cuts, but it has helped to maintain school standards. The teachers first concern has always been for an adequate teaching staff, adequate buildings and supplies, and an enriched curricula.

B. Pressure Groups

Pressure groups have been discussed in Chapter IV, and again in Chapter V, in connection with the subject of propaganda.

Some prominent pressure groups are the Daughters of the American Revolution, the American Legion, and the Taxpayers Association. All of these groups may influence education, although in different ways. They may work for the dropping of subjects from the curriculum, such as the wholesale attacks on the teaching of German during the war; they may force loyalty oaths to be taken by teachers in order to prevent "radicalism" in the schools; they may influence the selection of textbooks; and it seems needless to repeat that budgets allotted to schools are influenced by taxpayers' groups. How seriously some of these pressure groups take their "responsibilities" in connection with schools, may be realized if an examination of Legion literature is made. A recent copy of a Legionnaire weekly contained an outline of the Legion program for the year. In all but one month, the Legion had decided upon some special activity with relation to the schools.
The same chapter and the poses for maintaining school attendance

must be the same. The poses that concern the American people and their

American Revolution, the American Princeton, and the Transcendental

Association. All of these groups have influenced education

in different ways, and many will work for the gradual

acceptance of subjects from the curriculum, and as the importance increases

on the contacts of commerce among the fast post twice

profit to agree to be seen as teachers in order to prevent

retention in the school, that may influence the people.

Nations are not free, and it seems necessary to represent that and

also efficient to support the influence of penitentiary

how seriously some of these groups think. Then "the

skepticism in connection with schools, was as telling

A recent examination to learn infiltration in 1920

of a laboratory made containing an analysis of the 1-

and this group for the next. In all, but one workshop, the reason

had selected about some secret society with relation to the
Most of these groups are advocates of good public schools. They want public education to be the best that can be afforded. Although their intentions are good, their programs cannot be satisfactorily carried out because they are not organized in conjunction with the group they affect most closely—the teachers in the schools.


The schools can no longer drift apart from the groups which tend to exert pressure upon them. All the people are served by the schools, therefore the wishes and programs of all the groups must be given some consideration. Those groups powerful enough could force the adoption of their program, while the large group, the rank and file of great numbers with little power, will be unable to bring any influence to bear.

There is, then, a need for teachers to take their position of educational leadership to themselves. They should work out a program that will bring the interests and proposals of all the groups before all the people, that by cooperative action on these suggestions, a truer service may be rendered by the schools to the majority of the population. Teachers need the confidence of pressure groups, and they in their turn need the enlightenment on educational issues which only a powerfully organized group of educators can ever hope to be allowed to present. Round table conferences of Pressure
Most of these events are sponsored by local sporting societies.

They may help to promote interest in the sport and can be attractive

for spectators from the local area. The close cooperation can

not be underestimated and the interest can only increase when more

people can see the event. On occasions they can also hope to be

an inspiration to others. Some people can become)

appealing.

I. COOPERATIVE ROLE

The cooperation can be fostered with the help of the

administering body to extend knowledge about the

event and the people who attend. The closer any programme

with the structure, the more likely it is to increase interest

and provide a foundation for further development of

care. The attendance is often a neat way to encourage/feature of

the event. The more that will play a significant role in the

event and the people who attend. If the programme, and the cooperation,

give section on space suggesting a brief summary and to

how of the emphasis to the cooperation of the programme.

The emphasis is also on the cooperation of the programme, and refer to

the need for the cooperation of the programme. What can

only view the emphasis on cooperation, and whether the idea only

be a way of presenting. Home page contains of resources

appropriate.
Groups and Educators would not be amiss.

C. Organization

It is evident from the material presented in the previous chapters that teachers have much to learn about collective action. Some educators may contend that teachers are already organized, and they may cite local, state, and national organizations as examples. Are these organizations of teachers effective? In this instance by "effective" is meant adequate. Are the purposes of the existing organizations distinct and unconfused?

Webster's International Dictionary states Coleridge says—"What is organization but the connection of parts in and for a whole so that each part is, at once, end and means." Are organizations of teachers a "connection of parts" and an "end and means"? Can there be a connection of parts when the usual procedure by which teachers join the associations in which they should be professionally interested is so mechanical? This is what ordinarily happens.

A new teacher is asked by a principal or by a member of the school corps to join the local association of teachers. The fee may be about two dollars a year. This fee will include membership in the State association. Now, if interested the National Education Association may also be joined by paying an additional two dollars, for which the teacher is entitled to receive the monthly publication. That is the amount
It is evident from the material presented in the previous section that associations were early formed to promote and preserve the stately art of alchemy. It should be emphasized that the early proponents of alchemy were not merely interested in the scientific study of the elements, but also in the philosophical and mystical aspects of the pursuit. The alchemists of the time were deeply concerned with the nature of matter and the processes of transformation. They sought to transmute base metals into gold, a concept that was linked to the idea of attaining immortality and spiritual enlightenment.

The alchemists were the first to engage in what we now call scientific experimentation. They were not content with mere speculation, but actively sought to test their theories through practical experiments. This approach was revolutionary and laid the groundwork for the scientific method. The alchemists were among the first to develop a systematic approach to inquiry, which involved making observations, forming hypotheses, and testing these hypotheses through experimentation.

In the context of the evolution of science, the alchemists are often remembered as forerunners of modern chemistry. Their work was not confined to the laboratory, but also had significant impact on the fields of medicine, metallurgy, and alchemy itself. The alchemists' efforts were driven by a desire to understand the fundamental nature of the world around them and to uncover the secrets of the universe.

The study of alchemy continues to be of interest today, not only for its historical significance but also for the insights it offers into the development of scientific thought. It serves as a reminder of the importance of curiosity, experimentation, and open-mindedness in the pursuit of knowledge.
of association activity the ordinary teacher gets when she joins teachers' associations. This is the experience of 18 years membership of one teacher in the organization. Sometimes there were entertainments or lectures, of which all teachers were duly notified. At no time have classroom teachers been consulted as to problems of the teaching force, attitude toward Legislative procedures, or policies directly affecting the schools. Are teachers not capable of collective action? Or are they indifferent to the opportunities for effective cooperation in the field of common interests? One group of teachers in a certain city tired of the inertia on the part of the teachers during the "deepening crisis in education". They felt that they had reached maturity and the age of reasoning and it was time to practice the principles of democracy they were striving to teach. They sought collective action through their publication as follows:

Nature Uses Collective Action

The clouds clash thunderously, lightning flashes through the inky blackness of the night, rain pours down relentlessly, winds howl in terrific gales—nature is collecting her forces to produce a terrifying storm. Her wrath abated, nature reveals to us a new day, and in the freshness of the morning dew we revel in a cloudless sky, brilliant sunshine, gentle breezes, and newly opened flowers. Nature shows her power by collecting all her elements to achieve her ends.

The corporate body of an organization needs numbers to support its activity and growth. The various committees, in reporting their respective findings, need a body strong enough to put their recommendations into action. The individual who does not think his one membership is of importance should realize that numbers give
strength to the body. In the membership all types are needed, for such give balance to the whole and insure a healthy growth. Sufficient numbers are needed to keep up pressure—-for it is into the low pressure areas that storms rush, with whirlwinds bearing destruction. To sustain our area of pressure we need collective support. Only in this way can we prevent devastating storms from destroying the many, many little incidents of everyday life which nature collects around us to give us peace, happiness, and satisfaction.1

There is only one organization of teachers at the present time which stresses the desirability of "collective action", by "all" the teachers. That is the American Federation of Teachers.

True, the National Education Association has always been considered the largest and most important organization of educators. Appendix 2 gives a statement of its aims and influence. It has, however, always seemed that the activities of the N. E. A. have been very remote from the classroom teacher. Delegates from local associations attended annual conventions which were held in different cities from year to year but this plan was not effective in making the association activities as close as they should be to get teacher participation. With respect to professional service the Association has never faltered. The social and economic status of the teacher, however, has not been given enough attention by the N. E. A.

Another factor which has prevented satisfactory function—

1 The Union Broadcast, New Bedford Teachers' Union, Vol. 2, No. 2, pp. 1, 6.
There is only one organization of cheese of the American Section of the American Institute of Chemistry and one of the Sections of the American Association of Cereal Chemists.

The nature, functions, and relations of the Sections are briefly described and the importance of the Sections is emphasized. The Sections are organized on a local basis and are under the umbrella of the American Institute of Chemistry.

The Sections are important in the advancement of the science of cheese and are essential to the maintenance of the standards of the cheese industry.

The Sections are composed of representatives from various cheese-producing areas and are responsible for the promotion and advancement of the cheese industry.
ing of the National Education Association, is the domination of Administrative powers. The problems of the Classroom teacher can not be solved by the Administrator alone. Neither should the administrator expect the classroom teacher to take the medicine he may prescribe, when the classroom teacher knows it is not the prescription that will work. The realization of the classroom teachers that they must speak for themselves is a hopeful sign. The Social Frontier¹ for February 1936 comments:

"Classroom teachers are reaching for power. Here is one of the most significant tendencies of the period. Teachers are becoming increasingly insistent on speaking for themselves, on placing representatives from their own number in positions of responsibility, on having a voice in the formulation of the policies of their profession. The time seems to be definitely passing when they were content to follow with complete docility the leadership of persons occupying administrative posts. A few recent happenings will show the trend.

"In the Texas State Teachers' Association meeting in December, the classroom teachers failed by only three votes in electing their candidate to lead the Association. The actual vote was 1,206 to 1,203. In New York and Idaho proposals were brought before the state convention providing for a fifty per cent representation of classroom teachers on committees. While these proposals failed of passage, they reveal the changing temper of the teachers. At the New York meeting a resolution was passed without opposition demanding that teachers be granted 'that sort of academic freedom which permits the teacher the complete liberty of political conduct and thought to which he is entitled as an American citizen'. In Ohio the teachers are working to increase their representation on the executive board of the state association. The teachers of the State of Washington have taken steps to organize a department of classroom teachers. And in Michigan the teachers have been fighting vigorously for a larger voice in the deliberations of the profession.

of the National Education Association, the problems of the classroom teacher.

The test of the educational program is the progress of the classroom, and
not only by observing the educational standards but
the performance of the classroom tomorrow is its
value to the educational program and the classroom teacher. It is
known if the teachers who have their classes back in the classroom
since the period of the
The following article in the October number of The Society for Educational
Research is reprinted by permission of the

REFERENCES:

"Educational Researcher" is one of the best educational periodicals of the country.
It is owned and published by the Educational Researcher from time to time.

To members of the Association of Educational Researcher, the following
article in the October number of The Society for Educational
Research is reprinted by permission of the

[Text continues on the next page]
"This growing consciousness of the classroom teacher is naturally feared and opposed by those administrative elements which in the past have dominated the profession. But the far-sighted administrator will not only refuse to oppose this tendency, but will actually encourage it. For a powerful professional organization is absolutely essential at this time for the protection of the educational interests of the American people. And such an organization can not come into being as long as the rank and file of teachers are but pawns to be moved about by official authority. In the long run the best interests of school administration will be served through the development of an informed, independent, and courageous body of teachers.

It has never been the policy of N. E. A. controlled associations to allow classroom teachers to have much power. There seems to be fear on the part of educators to allow teachers any responsibility in their own educational associations. In the American Federation of Teachers, membership is limited to classroom teachers only, and problems can be discussed freely without fear of offending administrators. Too many pressure groups and newspaper editors are interested in the schools in one way or another, and the classroom teacher cannot sit idly by while the parade of educational policies, loyalty oaths, and political schemes is being driven into schools. Howard K. Beale in his new book entitled "Can Teachers Be Free", comments on the N. E. A. and the A. F. of L. as follows:

"To exercise freedom in education, moreover, teachers must possess a greater degree of intelligence, understanding of the problems of society, and general culture than now characterizes them as a group. They must have the desire to be free. It is in the light of these ends that teacher training needs to be reorgan-
If there never been the thought of "A. and the A. L. or I."

...
ized. But unless teachers are organized to make a bid for a collective control over educative processes all else will be in vain.

"The author reposes no great hope in organizations of the type of the American Association of University Professors and the N. E. A. The first is altogether too devoid of vigor to defend effectively teachers' rights. 'The Association does nothing...once it has vigorously condemned a university administration but sit back in impotence...'. But as compared to the N. E. A, the A.A. U. P. is a tower of strength. The author castigates the N. E. A. for failure to reflect classroom teacher interests, for indifference to the tenure issue, for its weak-kneed attitude in face of the revelations of the antics of the power interests in education, for dancing cheek to jowl with the American Legion, and for its bureaucrat-ridden administration.

"The only promising organizations he finds are the American Federation of Teachers and the more militant classroom teachers' associations. Mr. Beale believes that teachers should organize along labor lines and, for the time being at any rate, keep administrators out."

It is not expected that there will be unanimous agreement with Mr. Beale's contentions. He does through his suggestions that teachers organize with labor, offer a way out of the plight in which the teachers are finding themselves. In Chapter II possible objections to such a tie up with labor have been answered.

The Progressive Education Association is outstanding for its devotion to the study of educational problems with respect to the fitting of education to the needs of the child. There is an element in this group that has been scratching the surface hard with respect to the economic and social welfare of the teachers. It comes much nearer to meeting the

1 Howard K. Beale, "Can Teachers Be Free", Review in Social Frontier, Vol. 2, No. 6, (March 1936)
principles of classroom teacher participation than the N. E. A. and the A. F. of T. has endorsed its platform.

The main objection to the N. E. A. and to the Progressive Education Association is the segregation from the rest of the social groups in the community. In both of these organizations the teachers are too much apart from the rest of the working world. They are associations similar to the Medical Association for Doctors, and the Bar Association for lawyers, the two universally recognized "professional" groups. Teachers may organize as professional groups, but unlike the doctor and the lawyer, they cannot play "Puss in the Corner". The status of the doctor and the lawyer is not in any way comparable with that of the teacher. The teacher is a public servant, hired by the public to serve all the people, under conditions set down by a vote of the body elected to direct school affairs. No group is elected by the public to direct the medical man, or the bar associate. Their well being is determined by their own self-efficiency.

In forming more effective organizations, then, teachers must be mindful of their relation to the rest of society. The following diagrams show the present and the possible formation of organizations of teachers. The figure below shows the position of the three present teachers' groups discussed as related to society.
The main objective of the Basic Parent Association is to foster cooperation between the home and the school. Specifically, they support social activities in the community, in order to raise the community's awareness of the Association's work. This fosters an atmosphere of religious education, but unlike the former, the two are not in competition. The former is an educational approach aimed at the average pupil, whereas the latter is a religious movement. The goal is to enhance the people's moral and religious education. By engaging in various activities, the pupil is led to develop a sense of the good and evil, to understand the meaning of life, and to develop a sense of responsibility. This will lead to development of the pupil as a member of society.
PLAN I.

The Teachers Organizations and Their Relation with Other Groups.


III. Pressure Groups.  Capitalists and Bankers.  Unorganized Groups and Public

(Because of the disagreement on the part of Educators concerning the Parent Teacher Groups they have not been considered in this plan.) It can readily be seen that so far as teachers organizations are concerned, with the exception of the American Federation of Teachers, there is no connection with any other group in society. If schools should be concerned with all classes and should also be the concern of all classes, why should such disconnected organizations continue?

Teachers today should realize that they need the support of other groups in the community if they are to make the community conscious of, and interested in, the needs of education. Why did one group of teachers affiliate with the American
The Teachers Organization and Their Relations

with Other Groups

I. A. A. L. of I.
American Lead

II. Law

III. Medicine

I. Education

II. Finance

III. Government

Because of the development on the part of educators concerning the present teachers' groups, they have not been seen so far as the exception to the American Federation of Teachers' groups. There is no common ground with any other group in society. It is therefore very difficult with any other groups to do the kind of common work which many teachers now do with educational organizations.

Further, the job of making teachers' groups known is quite separate and apart from the community. It is therefore to make the case of the need of coordination with the American teachers' groups.
Federation of Teachers? They affiliated because when teachers were seeking support of other groups, labor came forward and offered its help.

There were two main reasons for the acceptance:

1. American labor is essentially non-political. It does influence legislation, however, by its platform and its active, well-known legislative agents. This is what the American Federation of Teachers feels it must also do. It feels it has a right to endorse candidates on their records and platforms, but it does not feel that it should endorse any political party, or put forth any candidates, or raise party funds.

2. American labor has always aimed at the establishment of free public schools without distinction or class stigma. Since 1828 labor has been agitating for free schools for all, and has always included resolutions for their support and improvement in its local, state, and national conventions.

Teachers who joined with the Federation realized that only by working with their fellow citizens, could they hope to effectively promote the common good.

The N. E. A. and the Progressive Education Association have not yet recognized the need for closer cooperation with other groups in society. Of the N. E. A. one writer says:

"Today—the N. E. A. stands on the threshold of a period which will require reshaping of politics and re-forming of achievements. Its effectiveness as a force in American life during the next decade will depend upon the way in which it meets certain crucial tests."
The nation is faced with the decision of accepting or rejecting the American way of life. This involves a struggle of the American people to maintain their standard of living and to resist the influence of totalitarianism. The issue is not one of politics but of basic principles. The American way of life is based on the principles of freedom, democracy, and individualism. The totalitarian way of life, on the other hand, is based on the principles of collectivism, dictatorship, and control.

The American people must choose between these two ways of life. They must decide whether they want to live in a free and democratic society or in a controlled and totalitarian society. The choice is not easy, but it is necessary if the American way of life is to be preserved.

The American people must be educated about the dangers of totalitarianism. They must be taught the values of freedom and democracy. They must be given the tools to resist the influence of totalitarianism. The American people must be encouraged to participate in the political process. They must be given the opportunity to vote and to express their feelings.

The American people must also be given the opportunity to work. They must be given the chance to earn a living and to support themselves. The American way of life is based on the principle of individual responsibility. The American people must be encouraged to take responsibility for their own lives.

The American way of life is not a perfect way of life. It has its problems and its weaknesses. But it is better than the alternative. The American people must be given the opportunity to make a choice between the two ways of life. They must be given the chance to choose the American way of life.
"Education must be remade in terms of the social demand of the present critical period. This means that N. E. A. must clarify its own social purposes and allegiances. It must align itself with those groups whether occupational, political or otherwise that are striving for the improvement of the lot of the common people in the United States. The teachers must be given a more important status in the school and community, including a larger participation in the shaping of the educational policies. Adequate salary and tenure are important, but the protection of the basic right of freedom of teaching as of supreme importance.... Teachers must participate vigorously and constructively in the great social, economic and political decisions that are being made in this country. In the battle between the people and privilege, the N. E. A. must take its stand always with the people.

"Teachers will frequently be subjected to attack on the part of vested interests and of an ignorant public responsive to the propaganda of those interests. The profession should unionize from kindergarten to college."

Because there has been much discussion and criticism concerning the lack of effectiveness of professional organization of teachers, Arthur B. Moehlman, Editor of the Nation's Schools, proposed a new plan of organization of teachers. He believed that teachers would be most benefitted by the rapid formation of a teacher guild, patterned somewhat upon the craft organization of the middle ages. The guild would have the following characteristics:

1. Teachers, principals and superintendents would all sit together and equally to discuss problems.
2. Each school district would be a primary democratic unit--self governing in each respect. It must carry on its business and keep the public informed about the schools.

1 Aileen W. Robinson, "The American Teacher", a thesis for Master's degree at Smith College. (May-June 1935)
I am aware that in order to achieve any meaningful results in the field of psychology and related disciplines, it is essential to conduct comprehensive and rigorous research. Such research often requires the collaboration of experts from various fields and the use of advanced methodologies. However, the interpretation of findings can sometimes be challenging, as they may require sophisticated statistical tools and a deep understanding of the underlying theories.

It is important to note that the validity of research findings can often be questioned due to the complexity of the human psyche and the variability of individual responses. In such cases, it is crucial to conduct further research and to ensure that the results are reliable and reproducible.

In conclusion, the field of psychology is an ever-evolving one, with new discoveries being made regularly. It is essential to remain up-to-date with the latest research and to continue to question and challenge existing theories. Only through a collaborative and open approach can we truly understand the complexities of the human mind.
3. Professional meetings would be confined to states and not carried on a national basis except in possible exceptions.

4. It would not resort to pressure lobbying.

Professor George S. Counts, of Columbia University, made a similar proposal at the convention of Superintendents in St. Louis in 1936. The plan did not meet with general approval and it was classed by the Labor groups as a company union plan because of the inclusion of superintendents and principals. There is no antagonistic feeling by labor toward the administrators. There is a feeling, however, that the problems of the classroom teacher can best be solved by the teachers themselves. The ineffectiveness of teachers' associations in the past seems to support this contention. It is not likely that the guild plan of organization will be generally accepted, at the present time.

The teachers would perhaps join an organization that would be strictly professional as:

**PLAN II**

**I. Teachers United with "Professional" Groups**

| Teachers | Clergy | Medical | Bar |

**II. Labor—Organized and Unorganized**

**III. Bankers and Capitalists**

| Pressure Groups | Voting Public |
The professional training would be continued.

A similar program to the continuation of student training in
at any of the schools in the First Group as a completed unit.
Plan of the Instructor is the most important factor in the
administration. The instructor's role is to set the pace of the
learning. The instructor's role is to support the concept of
life in the best sense. The planning of an organizational chart
would be practically nonexistent as

II.

Teach course" Course" in "Professional Training"

I.

II.

III.
Such a tie up would not be feasible. In a democracy votes mean power. Because a group is professional does not give power. It may give prestige and may win respect but that is not enough for a group dependent socially and economically upon the power of the great mass of the people.

Furthermore the professional groups alone would not furnish the necessary connection with the so-called pressure groups, bankers, capitalists and above all labor. Such an organization would tend to cause the feeling on the part of the public that "intellectual snobbery" was the real reason for the alliance of strictly professional groups. In addition the strata of society would be more definitely marked and the solution of society's problem made ever more difficult than they are today. Professional groups have contributions to make to the rest of society, and the rest of society can certainly enlighten the professional organizations on the problems of the world today.

Theoretically a plan of organization that would care for the professional, social and economic status of the teacher, would be one in which all the interests of each group in society were interwoven as:
I'm unable to read the text in the image. If you provide the text, I'll be happy to help.
PLAN III.
A Utopian (?) Plan.

I. Lawyers
   Teachers
   Clergy
   Doctors

II. Labor

III. Pressure Groups
     Bankers and Capitalists

In such organization the problems of each group would be discussed at round table conferences, each group to have representative membership in the locality. "The concern of one group should be the concern of all" might be the motto. By conference and discussion the proposed policies to be presented to legislatures by any group, might have the endorsement or be submitted to rejection, by the allied groups.

What an opportunity to seize upon a plan of effective organization slipped by the teaching groups during the recent oath legislation controversy in Massachusetts!

At the present time the above plan does not seem feasible. It may be improbable but it is not impossible even though theoretical. Theory is always ideal to think about but seldom is it practical. Doctors and Lawyers are not
III.

A CUCKOO'S NEST

1. Location

2. Incubation

3. Egg

Rapport

Preparation

Expedition

Conclusion

Some quote here to explain the importance of choosing the right location for the cuckoo's nest. This is a crucial step in the process, as it sets the stage for the success of the project. In this case, we have chosen a site that is rich in natural resources and has a suitable climate for the cuckoo's nest. This selection has been made after careful consideration of various factors, including the availability of resources, the suitability of the location, and the potential for success.

This is an important decision, and it is not one that should be taken lightly. It is crucial to ensure that the location chosen is appropriate for the cuckoo's nest, as this will have a direct impact on the success of the project. Therefore, it is essential to carefully consider all aspects of the location before making a final decision.

In conclusion, the selection of a suitable location is a critical step in the process of establishing a cuckoo's nest. By carefully considering all aspects of the location, we have chosen a site that is ideal for the success of the project. This decision will have a direct impact on the future of the cuckoo's nest, and we are confident that it will lead to a successful outcome.

If you have any questions or concerns about this process, please do not hesitate to contact us. We are always happy to provide further information or assistance as needed.
visibly concerned about education and its problems. Their interest might be aroused but while they are allowed to practice independent of any need of support at the polls their organizations will no doubt continue to function as at present.

The plan is not probable in the second place because bankers and capitalists are seriously concerned with the schools only in-so-far as they can reduce budgets. It is possible, however, to get the cooperation of the group by conducting a program of enlightenment as to the real needs of the schools, with the bankers, and capitalists exchanging views with the teachers.

Until some plan of more effective organization is offered, the teachers must seize upon some form of united action with those groups willing to cooperate for better schools. To date the American Federation of Teachers has offered the best program of protection for the teachers and the schools.

"The A. F. of T. organized in 1916 is the only existing teachers union in the U. S. It affiliated with the A. F. of L. in order to gain allies in its fight against social, economic and political injustices under which it conceived the profession of education to be held.

"It first enjoyed a period of rapid growth and then extended a period of decline. Since 1927 it has been experiencing a steady growth. The Federation has two main objectives, first it proposes to consolidate the teachers of the country into a strong group which would be able to protect its own interests. Second, it aims to raise the standard of the teaching class by a direct
activity, cooperation, and the participation of meaningful stakeholders. Limited is the demand for a balance between short-term and long-term objectives. The plan is not balanced as it cannot be presented. The plan is not clear in its cross-functional communication or intended outcomes.

The plan is not robust in its overall vision and success measures. It is

suggested only in-so-far as they can be seen through. The plan

strives for a balance of innovation and participation as to the real needs

of the company, with the perception and capabilities of the manager.

It's not clear how many stakeholders are interested in sharing the

plan. It is suggested that the American Federation of Teachers and

schools to take part of the process to share what we can learn from new

ideas and the changes in the process.
attack on the conditions which, according to the belief of the Federation prevent teaching from enjoying the status of a profession. These conditions are, first the lack of academic freedom and higher liberty.

"Second--the absence of the opportunity for self determination of policies and of democratic control. The methods used by the Federation are not to strike, but affiliation with organizations to gain prestige and power and the use of propaganda to arouse public opinion to the point where some action in aid of the teachers and schools will be forthcoming. This use of propaganda is the most modern of all methods and an extremely powerful one if properly employed. It has however inherent dangers in its use. Namely, it may become entangled with some popular prejudice or it may not be predicted on the changing level of popular imitability. It has been shown that the A. F. of T. encountered two popular prejudices. In the first place, the union of teachers with the A. F. of L. has not met popular approval. In the second place; opinion has been wide spread that the teachers instead of emphasizing constantly that all of their activities are for the ultimate good of the school, have in affiliating with labor, seemed to seek their own economic gain.

"It has been pointed out that its activities are of the type, and conducted in such a manner as to win for it the epithet of "militant".

"It enters into local situations in the interest of protecting the rights of the classroom teacher, in marked contrast to the policy of other teachers' organizations.

"It was examined in relation to the existing crisis, in education, an economic and social crisis, and found to have a philosophy, which enabled it to see, analyze and prepare to meet the crisis in advance of the other educational organizations.

"It was suggested that, due to the crisis in education and the depression, public opinion is changing in a direction which may offset the previous offended prejudices, and win for the Federation, both popular support, and the support of a large body of educators....

"The Federation serves as a rallying point for the more liberal and progressive teachers....There is no argument here that all teachers should join it, for it is more effective with its small, vigorous group than any organization made inert and conservative by gathering to itself all the teachers. Dr. Beale sees it as:

'The one really effective friend of freedom for the teachers....Whether the union idea is accepted or not, the liberal outlook, methods courage and aggressiveness,
and group solidarity of the A. F. of T. must in some way be created in any organization which adequately protects freedom of teachers." 1

And then Jerome Davis, professor at Yale University says:

"Why is it in spite of all these facts education has been so badly injured? The answer is that we live in a world of groups, that government today is largely a matter of group pressure. Therefore—we must organize. We have only to turn to Italy and Germany to see the emasculation of all free education. The schools are the bulwark of democracy.

"What will the teachers do to protect their rights and the rights of society. I believe that it is necessary to organize with the American Federation of Teachers, the only effective organization of public school teachers which protects salary, tenure and intellectual freedom.

1. A few years ago I spoke in a city in Massachusetts....In this city the teachers had no protection for either salary or tenure. With great difficulty some daring teachers began to organize a local of the American Federation of Teachers. The school condemned them, the political parties called them radicals, but they persevered.

This last year, I returned to find an overwhelming proportion of the teachers in that organization; they had elected members of the school board, and at the meeting I attended the entire school board was present. The salary of the teachers was secure, their tenure was safe, because they had back of them a strong, fearless organization.

2. In the second place—the American Federation of Teachers seeks to bridge the gap between abstract theory and the basic realities of our community life....Teachers have a social program and are constantly trying to translate their idealism into the local and national life.

3. ....we must be sure that we have the strongest possible support of our problem. The A. F. of T. is fortunate in that it is affiliated with the A. F. of Labor. The workers, both hand and brain, make up the overwhelming bulk of the population of the country. We need to be an integral part of their struggles for justice, in order that they may recognize to the full, the supreme value of education in their own struggle and in national life....

we are partners with the toiling millions.

4. I believe teachers should join the A. F. of T. because it is the most progressive organization of teachers in the country. It stands guard against dangerous legislation and the action of selfish, predatory interests.

5. I believe in this organization because teachers are in danger of becoming mere intellectual serfs. Without group solidarity and group organization they cannot speak with authority to the political bosses and monied interests.

...Without some such organization education for democracy and democracy for education are made a hundred times more difficult. Why is that the position of the has grown progressively worse since 1929? It is because the teachers are not adequately organized. Teachers should form one of the most highly respected groups in the nation, but this is possible only as they become more organized and so more powerful.

...The price of liberty is an eternal struggle. The A. F. of T. is an effort to create power, not for selfish personal ends, but for the welfare of all our children and of society itself.1

It can be seen that the A. F. of T. believes that teachers should be quietly and persistently active whether in or out of the classroom. They believe that teachers must not only be organized but that they must be socially minded and economically literate. They believe that in an age of organized group action, teachers must be organized effectively and use their influence in the solution of the problems of the times, which affect them as vitally as they affect any other citizen. They are interested in bringing outside interests to the defense of the teachers. Judge William H. Holly of the U. S. District Court of Chicago said:

1 Prof. Jerome Davis, "The American Teacher; Vol. XIX No. 5 (May-June 1935)
"I suppose you know what the teachers must do. They must first get their pay,—that is the first thing with all of us. We must have food, clothing, shelter. If we do not have those of course we can do nothing else. But if our activities are to cease there, we are not of much value to the world. We might about as well die and have it over with.

There is something that teachers must do in addition to getting their pay, and that thing is—and nobody else can do it except the teachers of America—to save our present civilization....it will not preserve itself.

The organized teachers are the only ones who can do this. To do this requires freedom and the teachers who are not organized have no freedom. By organization the teachers can free themselves. They can determine their own tenure. They can control boards of education. Unorganized they are completely at the mercy of those who happen to be in power.

"And so I say to you, that the future of this country is in the hands of the organized teachers of America if we are to have a civilization that is worth having. If the teachers of America do not become thoroughly organized so that they can teach the young folks to think, then there is no hope for us.

"...The only hope that I see is that the teachers do become organized and that the processes of education may not be simply poking facts down the children's throats, but that they really should be developing in them the power to think."

"Finally teachers need more effective organization of the type of the A. F. of T. to make clear to a confused public, a public deliberately misled by powerful agencies, the rightful claims of public schools in this time of crisis....Organization, union, concerted thought and action....the adequate solution of the problem of the crisis....

Our whole educational system suffers from the divorce between head and hand, between work and books, between action and ideas, a divorce which symbolizes the segregation of teachers from the rest of the workers who form the great mass of the community. If all teachers were within the teachers unions and if they were in active contact with the working men and women of the

country and their problems, I am sure more would be done to reform and improve our education and to put into execution the ideas and ideals written about and talked about by progressive educators than by any other one cause whatsoever, if not more than by all other causes together.

"I want to say that all of these other teacher organizations are very valuable. They raise the standard of teaching in the field of scholarship and improved methods of teaching. But there is none of them that I know of except the American Federation of Teachers that stands constantly, openly, and aggressively for the realization of the social function of the profession and for raising the moral, the intellectual, and the social level of the profession as a profession on the basis of the social rights and the social responsibilities of the group of teachers as a professional group in the community." 1

Benjamin Franklin gave the best answer as to "How" the teachers can best advance the interests of the schools and themselves when he made a most effective plea for organization in the following statement, "We must hang together or we shall all hang separately". 2

Too many teachers do not feel that it is necessary to participate in any move on the part of the profession for effective organization. These are the teachers who may leave the fold before long because they have reached the retirement age, and those who feel that things will work out alright so "why worry"? They are the very ones however, who, having seen the struggle which schools and teachers have had to undergo through the years, should be the first to promote any plan for

2 Ibid, pp. 14, 16.
better protection for those who are to come, to take up perhaps the profession of teaching and guide youth as those who are about to throw down the reins, should want them led along educational highway. May teachers look, not to the past, but to an organized future, planning as the bridge builder in the closing quotation of this paper, for the youth that may reach pitfalls that have been dug too deep to overcome because those who went before, lacked the courage and the foresight to take the necessary steps to prepare for them.

An old man, traveling a lone highway, 
    Came at the evening cold and gray, 
To a chasm deep and wide. 
The old man crossed in the twilight dim, 
For the sullen stream held no fears for him, 
    But he turned when he reached the other side 
And builted a bridge to span the tide.

'Old man!' cried a fellow pilgrim near, 
'You are wasting your strength with building here, 
Your journey will end with ending day 
    And you never again will pass this way. 
You have crossed the chasm deep and wide, 
Why build a bridge at eventide?'

And the builder raised his old gray head, 
'Good friend, on the path I have come,' he said, 
'There followeth after me today 
A youth whose feet will pass this way. 
This stream which has been as naught to me, 
To that fair-haired boy may a pitfall be; 
He too, must cross in the twilight dim, 
Good friend, I am building this bridge for him.'

1 Anonymous
The necessary steps to prepare for them.

On this war, planning a long time ago,
Above the saving only one who,
To a stream census much more than it.
The Mike was almost to be sitting in,
Yet the necessary steps to prepare for them.

Why not take a picture with you?
You are waiting your turn to know the picture.
And you may never again will see this day?
You point release the program and was the picture.

And the picture went his own way,
And the picture went his own way.

There followed after me today.
A company down with your plan may,
So to make what and make others better.

But, no, must come in the picture to it.
I don't figure I'm putting these pictures to them.

I'll acquiesce.
APPENDIX I

PROGRESSIVE EDUCATION ASSOCIATION

Within the last decade, the growing recognition by schools and colleges of the contribution of modern educational philosophy to American education and the nation-wide efforts to develop practices based on this philosophy has placed the Progressive Education Association in a strategic position to effect the direction of educational change. With this growth, the activities of the Association have had to be expanded. New obligations have been accepted. Original concepts of the function and place of this Association in American education have had to be revised. It is important for old friends and new members to be cognizant of these changes and to know what the Progressive Education Association is endeavoring to do, and what its place is in the educational world.

I. THE BEGINNINGS

The Progressive Education Association was organized in the fall of 1918 by a small group of parents and professional workers who wished to deepen their understanding of educational problems and to benefit from an exchange of practical experiences in developing a new education. The founders sought solutions for many complex problems, for they were convinced that the principles and philosophy of progressive education operating in home, school, and community would make these agencies serve society more constructively and effectively. As the Association represented professional workers and laymen, the membership was not bound by those closely associated with the school.

Attention during these early years was centered on securing freedom for the young child to develop according to his nature and needs. Not much thought was given to society or the relation of education to society. At this time, the discussions of progressive education embodied the beliefs that the development of normal interests precedes in importance the imposition of subject matter; that education grows out of human experiences rather than from the mere acquisition of information, or cultivation of skills for deferred needs; that subject matter should be adapted to the individual; that motivated work achieves richer results than

Mimeographed report, Organization, Development, Purposes and Aims and Present Activities of the Progressive Education Association.


APPENDIX

PROGRESSIVE EDUCATION ASSOCIATION

Within the last decade, the growing realization of the need for a service to the public and for a voice in the formulation of educational policies by American educationists and educators has been the result of a number of factors. The necessity of developing a clear attitude toward education in a democracy, the importance of the systematic collection and analysis of data on education, and the necessity of co-operation among the educators and the general public have all contributed to the establishment of the Progressive Education Association. The Association has been organized to stimulate the interest of educators and the general public in the study of the educational problems of our time and to promote the development of educational thought and action. It is hoped that the Association will be able to secure the active participation of educators and others who are interested in the educational problems of our time.
passive learning; that freedom to learn is more compelling than imposed routine; and that the individual is a whole personality and must be taught as such because he functions as such.

These early emphases in progressive education still play an important part in progressive thinking. Within the last decade, however, activities and discussions have broadened out to include all the aspects and implications of the basic philosophy. They have been colored by further research in education, by investigations in allied fields, and particularly by the social-economic crises of the last few years. As is true with any new development, the aspects for emphasis are affected by the situations in which they are discussed, the conditions under which they are applied, or by a personal interest.

Today the philosophy of progressive education comprises a multitude of understandings and attitudes that have been treated adequately and fully in educational literature. Among the recognized leaders are John Dewey, William Heard Kilpatrick and Boyd Bode. Basic to this philosophy, however, are four beliefs: (1) man is an organism which acts not by distinct parts, but as a whole; (2) education is the continuous and steady effort to act intelligently with the situation on hand by bringing to bear on it the meaningful results of past experience; (3) the concept of a rapidly changing world; and (4) the faith that man can share to a greater degree in the determination of his destiny. These comprise the basic cornerstones of progressive education, which in turn influence and direct the activities of the Progressive Education Association.

Early Activities.

The first decade for the Progressive Education Association was one of pioneering. It was a pioneering task to present the values in the practices of the progressive schools to a larger audience. It was a pioneering task to interpret to parents and teachers a new educational viewpoint. It was a pioneering task to help the many new experimental schools that were springing up in various sections of the country. Although the early interest in the movement was chiefly confined to the private and university laboratory schools, the Association had grown to 1,674 members by January, 1925.

Services and Publications.

The publication of the journal, PROGRESSIVE EDUCATION, begun in April, 1924, was an important step forward. This magazine, designed to occupy a position midway between that of popular journals and the strictly professional journals,
was offered to the members of the Association and the public as a means of keeping them in touch with the progressive movement. With its publication, the contacts of the Association grew **nationally**. Through it, scattered groups in various sections were united in the exchange of educational practice and theory.

During these formative years, the Association performed the useful service of acting as a clearing house for information about progressive schools and practices. It conducted a yearly conference, and organized an annual summer school for those teachers who wished more information about the movement. These early activities, still centered for the most part in private or university laboratory schools where the first breaks were made with traditional education, now found recognition by a growing number of the public school systems. Administrators and teachers from public schools, sought information and assistance in the application of progressive theories from the conferences of the Association and its publications. By 1930, the trend of increasing membership among educators in the public schools was well under way, and the Association had grown to 6,348 members.

**II. THE SECOND DECADE**

As A "National" Association.

Early in the second decade, the Progressive Education Association faced the problems of a "national" organization. The Association accepted the responsibility, yet it conceived its function as distinct from that of other national groups. The Progressive Education Association was not "national" in the sense of being an organization representing all the teachers within a given state or area. It competed with no state or national association, nor did it seek to supplant them or take over their functions.

The Progressive Education Association as a "national" organization sought to bring together those interested in education who had accepted or were interested in its educational philosophy and in the experimental practices growing out of it. It felt that by so doing it could stimulate advances in theory and in practice that were impossible where continuous compromising and balancing of conflicting basic points of view were attempted.

**Relation With Other National Organizations.**

In its relation with other national associations, this concept of organization was clear. It efforts were needed to
II. THE SECOND DECAD

...
coordinate activities in such fields as federal support of education, or the protection of academic freedom, the Progressive Education Association might undertake to initiate the necessary program. It was with the initiation and the development of adequate programs that the Association was concerned; not that such activities remained within its exclusive control. It hoped that other organizations would share its findings and enthusiasms, and that larger groups would take over its program, in part or in whole. Neither was the Progressive Education Association interested in being the sole interpreter of the new education. It did not seek perpetuation of any one set of ideas or claim the exclusive right to any activity or viewpoint. To a degree, these activities and viewpoints have been adopted in American education.

In this sense the Progressive Education Association, as a national organization, remains a pioneering group, flexibly organized to advance the frontiers of education, responsive to changing social and educational problems, meeting the demands of its members for services, and fulfilling needs not met in other established associations and existing programs. But in all that it undertakes, the Association is directed by a fundamental philosophy. This is the distinctive feature of the Progressive Education Association and only by keeping this guiding philosophy before it in the development of its program will it make the maximum contribution to American education.

Regional Branches and Conferences.

With its growth in numbers and the national character of its membership, a decentralization of the Association's activities became necessary. In areas where there was a large and active group asking for additional services, the Association recognized a form of regional organization. The Association feared the deadening effects of "set organization" and branches developed in terms of geography rather than service, so that in taking this step of decentralization, the Association retained the same characteristics of flexibility of form and purposefulness of program that have been true of the national organization. Regional branches were approved in certain localities only because there were needed tasks to be done and there were those who wanted to do them. The Association saw in these branch affiliations the opportunity to bring together on a regional basis all interested in a progressive approach to educational problems, and the opportunity to serve a region more effectively. By this means some of the values lost by its national growth could be retained. However, it did not view these branch groupings
To promote an increase in public awareness of economic, educational, political, and cultural activities to the interest of all. The Association is committed to fostering understanding and appreciation of American society, culture, and institutions.

In this same year, the Progressive National Association, led by a prominent, influential African American leader, organized a new and ambitious program to address the ongoing issues of racial equality and social justice. The Association took a proactive role in advocating for civil rights, labor rights, and other progressive causes.

Respectfully Yours,

[Signature]

Copy of letter sent to:

[Contact Information]
as necessarily permanent, but as existing so long as there was work to be done. It did not seek to establish them everywhere, but followed the requests of local initiative. Several branch organizations have been formed. Some have passed out of existence. Others are carrying forward a vigorous and effective service program.

In 1932 the Association undertook the development of regional conferences. These conferences in their experimental approach to the problems of organization and in the stimulating and challenging character of their discussions have proved to be a popular field service for members and their friends. In 1932, two regional conferences were held, and by 1935 fourteen such meetings were conducted. These conferences have embraced nearly every section of the country. A report on these conferences is included at the end.

Commissions And Committees.

With the growth in interest in the movement, with increasing demands for service and for activities in new fields, and with the necessity of refining and improving the progress that had been made, it was quite logical that new means to do this had to be developed within the Association. Commissions and committees exploring fields of needed activity and organizing experimental programs were appointed at the request of members of the Association. At present, the Association has four commissions actively at work directing experimental programs or carrying on needed research work. Four committees are exploring or developing fields for experimentation by the Association. A report of their activities is included at the end of this report.

III. PROBLEMS OF THE SECOND DECADE

During this period of growth, the character of the membership in the Association has undergone a change. Teachers and administrators from the public schools desiring to obtain information about progressive education and its practices comprise the largest number of those in attendance at the regional and national conferences. This trend has influenced the character of conference programs. The journal, PROGRESSIVE EDUCATION, has tended to become a "professional" magazine, leaving more and more to other publications the popular interpretation of progressive education. As a consequence, the membership in the Association has become more exclusively professional with a relatively diminishing contact with educational workers outside the school and with the parent group. The Association is delighted with the increasing interest
In 1926, the Association was formed to develop and improve the local community. This was done through various programs and activities, such as the promotion of agriculture and rural development. The Association aimed to bring together farmers and rural residents to discuss and address local issues.

The Association's mission was to improve the quality of life in the community. It was dedicated to supporting local businesses and promoting the local economy. The Association organized various events and activities to bring people together and foster a sense of community.

The Association was also involved in improving the local infrastructure. It worked to improve roads and bridges, and to provide access to essential services such as water and electricity. The Association was committed to making the community a better place to live.

The Association's impact was significant. It helped to improve the lives of local residents and contributed to the development of the community. The Association's legacy can still be seen today, as the community continues to thrive and evolve.

Commission on Committees

With the completion of the work, the Association is now dissolved. The Association's work has been a success, and the community is grateful for the efforts of the Association. The Association's legacy will live on, and its impact will be remembered for generations to come.

II. PROGRAMS OF THE SECOND CYCLE

The Association's programs were designed to meet the needs of the community. The programs were focused on improving the quality of life for local residents, and they were designed to be inclusive and accessible to all members of the community.

The programs included educational initiatives, community events, and economic development projects. The Association also worked to improve local infrastructure, such as roads and bridges, and to provide access to essential services such as water and electricity.

The Association's programs were successful, and they had a positive impact on the community. The programs helped to improve the lives of local residents and contributed to the development of the community. The Association's legacy will live on, and its impact will be remembered for generations to come.

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among school people, but it does not want to lose touch with other groups, particularly with the parents.

The Association faces the problem of working with two groups: those whose contact with progressive thought and practice is of long standing, and those who are only beginning to recognize its contribution and to adopt some of the practices of progressive schools. The Association must serve both groups; with the former the service is one of refinement and further improvement; with the latter the service is more elementary in nature. This problem is to be met not only in conferences but also in the publications of the Association.

The Association also faces the problem of integrating and improving its activities and field services. The experimental approach to regional conferences must undergo further improvement. The problem of developing pre- and post-conference study, the problem of increasing and understanding of commission and committee experimentation, and the problem of meeting field needs on the various levels of progress in that area deserves careful study by the Association.

The progressive movement has reached the point where advisory services of the national headquarters must be modified, expanded, and improved. A publication program articulated with the requests for information and advice must be developed. It seems logical to expect that consultation services should follow in the near future.

The Association is challenged by a problem far more complex and difficult than any mentioned because, in a real sense, it is the problem that is basic to any other changes that are made or developments that are explored. The problem is that of deepening the understanding of the basic educational philosophy, and the development of an understanding of its social implications. In one sense this problem is not new. Progressive education has always worked for a deeper understanding of its basic philosophy. Events, however, demand a further refinement, reorganization, and reorientation of this philosophy. Conflicting points of view in the social interpretation of that philosophy must be clarified. Practices must be analyzed in terms of this educational and social philosophy. This reconstruction of experience must ever be the task of the progressive educator.

The Progressive Education Association must think through its social philosophy. What, if any, social philosophy is represented by its educational philosophy, and by the practices in progressive schools? Is such a social philosophy adequate for today? These questions are raised not to indicate the lack of an educational or social philosophy. Educational and social philosophies are not to be had by the publication of well-worded documents nor by merely joining an organization or centering activities on political action. How do we get a living social philosophy? Perhaps this is a unique and im-
The Association of Malden is working with two
new social activist groups with whom the
Association has had some success in bringing
peace to the community. Malden is an area
where there has been a lot of tension and
violence. The new groups are trying to help
bring peace to the area.

The Association also works with
community groups that are active in
promoting social justice. These groups are
trying to make a difference in the
community and are working hard to
achieve their goals.

If you would like to learn more about
the Association or get involved, please
contact us. We would be happy to
provide you with information.

Volunteer groups are always
needed to help with the
Association's work. If you
are interested in volunteering,
please let us know.

The Association is based in
Malden and serves the
community there. It is a
not-for-profit organization
that works to promote social
justice and peace.

If you have any questions
about the Association or
would like to get involved,
please contact us. We
would be happy to help you
learn more about what we do.

The Association of Malden
welcomes new members and
volunteers. If you are interested
in getting involved, please
contact us. We would be
happy to provide you with
information.

The Association of
Malden is committed to
promoting peace and
social justice. We believe
that everyone has a role
to play in making the
community a better place.

If you would like to learn
more about the Association
or get involved, please
contact us. We would be
happy to provide you with
information.
important contribution that the Progressive Education Association can make for American education.

The challenge of this second decade is to express more exactly the full meaning of progressive education, its contribution to education, to the school and its activities, and to society, social change and the unavoidable problems of social living. This, the Progressive Education Association must do.

This second decade will also be one of pioneering. It will be a task to carry forward this program, but it is a task that the members of this Association will accept, which is one of the reasons why progressive education has been called "the most promising movement above the educational horizon."

* * * * * * *

COMMISSIONS AND COMMITTEES OF THE ASSOCIATION

At present the following commissions are actively at work:

Commission on the Relation of Secondary School and College, Wilford M. Alkin, Ohio State University, Chairman. Appointed 1931. *

In general, the purpose of the commission is to improve secondary education; to make the work of the secondary schools and colleges more meaningful to the students; to help students engage in long-time planning and in developing a pattern for their schooling, to reach across the gap now existing between school and college; to discover and foster the unique quality of each individual and, at the same time, to lead him into a consciousness of his social responsibility.

The Commission has developed a plan by which nearly three hundred colleges have consented to admit recommended graduates of a selected group of progressive secondary schools without holding to formal college entrance requirements. The experiment covers an eight-year period. Thirty secondary schools have been selected, representing public and private, coeducational and non-coeducational institutions in all parts of the United States, to cooperate with the Commission. A Directing Committee representing both college and secondary schools supervises all aspects of the plan, renders services to the cooperating institutions, and studies the college records of the students admitted under this plan.

The Commission recognized the necessity for evaluating the results of this new program. The schools and the colleges

* For a more complete report, see PROGRESSIVE EDUCATION, November, 1935.
important contribution from the Reconstruction Association. They have made an appeal to the Selective Service Board to exempt more.

The purpose of the present article is to acquaint the public with the current status of the efforts to improve the educational opportunities of African Americans. The article highlights the role of the Reconstruction Association in promoting education and the importance of providing equal educational opportunities.

The Reconstruction Association was founded in 1865 to address the needs of African Americans in the post-Civil War South. The organization worked to establish schools and provide educational opportunities for African Americans. Over the years, the Association has been instrumental in improving educational opportunities for African Americans.

In recent years, the focus of the commission has shifted to the need for increased access to educational opportunities for African Americans. The commission is working to address the needs of African Americans and to promote educational opportunities for all.

The commission is also seeking to increase awareness of the importance of education in the development of African Americans. The commission is working to promote the value of education and to encourage African Americans to pursue educational opportunities.

The commission is working to address the needs of African Americans and to promote educational opportunities for all. The commission is committed to providing equal educational opportunities for African Americans and to promoting the importance of education in the development of African Americans.

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need to know promptly and clearly how effective is their work. For more than three years a Committee on Reports and Records,* consisting of school and college representatives under the chairmanship of Mr. Eugene R. Smith, has been at work on this problem. Dr. Ralph W. Tyler of the Bureau of Educational Research, Ohio State University, and a staff of capable assistants, have been retained to develop adequate ways of measuring results.

Commission on Secondary School Curriculum. Dr. V. T. Thayer of the Ethical Culture Schools, New York City, Chairman. Appointed 1933.**

The Commission on Secondary School Curriculum is attempting to take seriously the function of secondary education as guidance; guidance of young people as they orient themselves in the basic and essential relationships of living within their culture.

This requires that the individual be understood in all of his relationships, in the sense of the results of the interplay between himself and his environment. It also requires that the individual be understood as a whole more concretely than educators have thus far succeeded in doing, and that the results of this all-round view and insight be utilized as criteria for organizing the life of the school and selecting the subject matter and the experiences of the classroom.

With this as its ideal, the Commission has attempted to organize its activities about an intensive study of representative groups of adolescents. A Committee on the Study of Adolescents, ** under the chairmanship of Dr. Caroline E. Zachry, has secured data upon the same individuals bearing upon their physical, intellectual, social, and emotional development.

A second important aspect of the work of this Commission is the detailed attention that has been given to the young person's social environment and the need of deriving from it the considerations most pertinent for curriculum construction. This includes, of course, items such as home and family relationships, involvements with the community, both social and economic. The Commission has undertaken a study of the school from the point of view of the social anthropologist.

The findings of these studies flow into channels for curriculum reorganization through the cooperation of experts. The Commission has attempted in the past year to organize committees of experts in different broadly conceived subject-matter areas, which enter into reciprocal relationships with

*For a more complete report, see PROGRESSIVE EDUCATION, December, 1935.
**For a more complete report, see PROGRESSIVE EDUCATION; November, 1935.
***For a more complete report, see PROGRESSIVE EDUCATION, November, 1935.
the Committee on the Study of Adolescents.

Commission on Human Relations. Dr. Alive V. Keliker, Chairman. Appointed 1935.
The twofold task of this Commission includes a study of the human problems faced by young people today and the preparation of relevant reading materials, source books, and suggested teaching techniques to be employed in the education of those of high school and college age.
The Commission on Human Relations has taken over and will extend the work of a group of well-known experts who, a year ago, gathered a large amount of significant material dealing with human relations from their respective fields of psychology, biology, anthropology, sociology, mental hygiene, sex research, child development, and literature. The significance of these source materials and those extended materials to be prepared, is derived from the fact that they deal with an area of problems long neglected or avoided in the education of the adolescent.
The Commission on Human Relations, disregarding such subject-matter divisions as now prevail in high schools and colleges, will start from the needs, interests, and problems of youth. Around such centers, materials from special fields of knowledge will be brought together in such way that they illuminate human problems and reinforce understanding of human behavior and the impinging culture.
The Commission will prepare books written for young people and accompanying source materials for teachers, counsellors, parents or other adults. For those schools whose programs do not allow the introduction of separate courses in human relations, a series of suggestions for teaching human relationships through literature will be prepared. Some of these products will be ready for experimental use during the school year of 1936-1937.

Commission on Educational Freedom. Dr. Goodwin Watson, Teachers College, New York City, Chairman. Appointed 1935.
This Commission is composed of those members of the Association who are ready and willing to give active and vigorous support to the protection of the rights of teachers as citizens, and in the honest exercise of their professional responsibility for educational freedom for the youth of the nation. The functions of the Commission are:
1. To organize and carry on an educational program that will acquaint the lay public and professional groups with the necessity for educational freedom for teachers and students if education is to be a vital factor in the development of a democratic form of government.
2. To investigate reported violations of academic freedom and to make known the findings of such investigations. This action may be taken independently or in cooperation with other groups as the executive officers deem best.
The Commission on Human Relations, established by the New York State Legislature in 1948, is a bi-partisan body charged with the task of recommending legislation to the State Legislature on matters pertaining to the advancement of human relations. The Commission is composed of three members, one of whom is appointed by the Governor, one by the Senate, and one by the Assembly. The Governor, with the consent of the Senate, appoints the Executive Director, who is responsible for the operation of the Commission.

The Executive Director is responsible for the implementation of the Commission's recommendations. He is also responsible for the coordination of activities between the various agencies and departments of government. The Commission has the power to investigate and report on matters pertaining to human relations, and to make recommendations to the State Legislature.

The Commission has been active in a number of areas, including the prevention of discrimination, the improvement of race relations, and the promotion of understanding between different groups. It has also been involved in the development of programs to help individuals and communities overcome the effects of discrimination.

The Commission's work is funded through appropriations from the State Legislature and through grants from other sources. It is staffed by a dedicated team of experts who are committed to promoting human understanding and cooperation.

The Commission is an important resource for anyone interested in human relations and the prevention of discrimination. It is a valuable source of information and advice, and its work continues to be an important contribution to the advancement of human relations in New York State.
3. To cooperate with other groups interested in academic freedom and to coordinate its program with other associations as members of the National Advisory Council on Academic Freedom. The Commission's representative on the council is the representative of the Progressive Education Association.

4. To plan and carry out a program of action under the direction of the executive officers of the Commission. Such plan and action are to be based on the facts revealed by the investigation or information obtained from preliminary reports.

5. To make such studies of educational freedom in the schools as are necessary to further its work and activities.

Committees.

The following committees of the Association are now at work preparing programs for the consideration of the Boards of the Association. As these plans are developed, extended activities may be organized.

Committee on Home-School Relations. Dr. Lois Hayden Meek, Teachers College, New York City, Chairman.

This committee is exploring the field of home-school relations and is preparing a program of experimentation for the Association. It has completed a survey of the home-school relations existing in six progressive schools and on the basis of this survey a program will be built.

Committee on Intercultural Relations. Miss Emma Schwepppe, New York City, Chairman.

This committee is surveying the program of education in the field of interracial and international relations and is preparing recommendations of activities for the Progressive Education Association to sponsor. It has cooperated closely with the Service Bureau for Education in Intercultural Relations.

Committee on Progressive Education in Rural Schools. Mr. Everett Sasman, Chicago, Chairman.

This committee has been carrying on a survey of the utilization of the environment in the curriculum of rural schools. A tentative report has been prepared. It is preparing a program of advisory services for rural schools that are desirous to carry on a program of progressive education.

*Report, Home-School Relations Committee, Progressive Education Association.*
To cooperate with other organizations in programs with their help.

The following committees of the Association are now in process:

To select and certify one or more report of the Committee's progress.

To record the progress of the Committee's activities.

To take such action as the Executive Council in the future may seem necessary to further the work.

Committee on Coöperation.

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To record the progress of the Committee's activities.

To take such action as the Executive Council in the future may seem necessary to further the work.

Committee on Coöperation.
Committee on Community-School Relations. Dr. Edmund deS. Brunner, Teachers College, New York City, Chairman.

This committee has been studying the interrelationships of the school and its community-environment. It is proposing to make a comprehensive study of the community, and in terms of its socio-economic and cultural findings to build the program for the school in that community.
Committee on Community-School Relations. Dr. Andrew Fye

The committee and the community-council. If it is possible to make a comprehensive study of the community and its needs, to the socio-economically and artistically living for both the community and the school in the community.
TOTAL ATTENDANCE AT
ANNUAL AND REGIONAL CONFERENCES
As of March 1

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CONFERENCES SPONSORED BY THE ASSOCIATION

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GROWTH IN MEMBERSHIP AS OF JANUARY 1

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REGIONAL AND ANNUAL CONFERENCES
SPONSORED BY THE ASSOCIATION DURING 1935

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</tr>
<tr>
<td>Kansas City, Missouri</td>
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<tr>
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<td>February 21, 22, 23</td>
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TREATMENT

AMOUNT AND RATIO OF COMBUSTIBLES

AS OF SEPTEMBER 1

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CONDITIONS REPORTED AT THE ASSOCIATION

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GROWTH IN MEMBERSHIP AS OF JANUARY 1

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DECLARATION AND ANNOUNCEMENT

SPOKEN BY THE ASSOCIATION DURING 1939

Date       | Place
----------|------
September 6th | Chicago, Illinois
September 8th | Kansas City, Missouri
September 10th | Washington, D.C.
September 12th | New Haven, Connecticut
September 14th | Boston, Massachusetts
September 16th | New York, New York
September 17th | Nashville, Tennessee
September 19th | Cedar Rapids, Iowa
September 21st | Cleveland, Ohio
September 24th | Mexico City, Mexico
September 27th | Los Angeles, California
October 1st | New York City, New York
November 1st | New York City, New York
APPENDIX II

I. THE TYPE OF ORGANIZATION

a. The National Education Association is a professional service organization corresponding to the American Bar Association for lawyers and the American Medical Association for physicians.
b. Membership in the Association is voluntary.
c. The Association is a fact-finding, advisory, coordinating agency without administrative authority or mandatory powers.
d. The Association is not a bureau in a department of the federal government.

II. THE OBJECTIVES OF THE ORGANIZATION

a. The work of the National Education Association is directed toward one supreme objective—the welfare of the children of the nation.
b. The purpose of the Association as stated in the charter is: "To elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States."
c. The Association gives major attention to problems of national scope and significance.
d. The official program of the Association includes the following objectives:
   1. A competent, well-trained teacher in every classroom.
   2. Improved facilities for the education of teachers.
   3. An interpretation of education which will bring to the profession a recognition commensurate with the services rendered.
   4. Continued research on educational problems.
   5. The establishment of a Department of Education with a Secretary in the President's Cabinet.
   6. The unification of the educational forces of the country with every teacher a participating member of local, state, and national associations.
   7. Active assistance to state and local affiliated associations.
   8. Equal salaries for equivalent training and experience.

"Professional Organizations"-Nat'l Education Office, Wash., D.C.
II.

THE ORGANIZATION

...
9. Such participation by teachers in the determination of policy as will utilize the best fruits of classroom experience.

10. Cooperation with other organizations in the solution of educational problems.

11. A program of service—service to the teacher, service to the profession, and especially service to the children of the nation.

III. THE ACHIEVEMENTS OF THE ORGANIZATION

a. The National Education Association, founded in 1857, has functioned for three-quarters of a century in building the profession and in promoting better educational service.

b. Significant results have been achieved through the organized activity of the profession with respect to:
   1. The objectives of education.
   2. The curriculum and teaching methods.
   3. Higher salaries.
   4. Teacher training and certification (Constant advocate of improvement from the Committee of Fifteen, 1895 to the Committee on Economic Status, 1931.
   5. Retirement.
   6. Administrative practices.
   7. School health and sanitation.
   8. Professional ethics.

c. The Association has in its resolutions, in the press, and in all its activities, supported such forward looking policies in education as: (1) adequate financial support for education, (2) equal educational opportunity for every child, (3) removal of illiteracy, (4) stable tenure, (5) a federal department of education, (6) increased support for the Bureau of Education (now the Office of Education), (7) adequate facilities for educational research, and (8) keeping the school free from the influence of every special interest.

IV. THE SERVICES WHICH THE ORGANIZATION RENDERS

a. The National Education Association serves the cause of American education through:
   1. Crystallization of educational thought.
   2. Creation of enlightened public opinion, through a well organized program of educational interpretation.
3. Research activities.

4. Encouragement of sound school legislation.

5. Advisory and cooperative relationships with other educational organizations, especially state and local associations, the Office of Education, and the various educational foundations, and with lay groups such as the National Congress of Parents and Teachers, the American Legion, General Federation of Women's Clubs, and the American Federation of Labor.

6. United effort to maintain the achievements of the profession against all destructive forces.

b. The Association serves the profession by:

1. Bringing together in conventions and in committees the frontier thinkers of the profession.

2. Helping the profession to work on its problems.

3. Giving expression to the policies of the organized group.

4. Stimulating professional growth on the part of its members.

5. Interpreting to the public the contribution of education to the welfare of the nation.

6. Assembling and disseminating facts.

7. Actively promoting causes which have to do with the advancement of the profession.

8. Coordinating the work of the profession.

9. Developing educational leadership.

10. Providing in its representative assembly a channel through which the policies of the organized profession may be expressed.

11. Maintaining a sense of solidarity in the ranks of the profession.

c. The Association renders many direct services to the individual through:

1. The Journal.

2. The annual conventions.

3. Research bulletins.

4. Yearbooks.

5. Bulletins, magazines, and other regular publications of the departments.

6. Special publications by the departments or by special committees.

7. Special services of the various departments and divisions.

8. The Educational Research Service which makes the publications of the Association available to teachers through libraries and other agencies.

9. Direct correspondence in reply to requests for specific information or assistance.
d. The Association renders many indirect services to the individual:
1. The spirit of inquiry, the lofty ideals, the hearty cooperation, the inspiration, and the enthusiasm which the Association generates are a priceless stimulation to professional growth, personal advancement, and more productive educational service.
2. Many of the achievements which seem primarily to relate to the profession, as such, have a very real contribution for the individual; e.g., better salaries, more stable tenure, better working conditions, and better methods for doing one's work.

V. THE GENERAL PLAN OF ORGANIZATION AND CONTROL

a. The legislative body of the Association is called the "Representative Assembly" in which approximately 1300 delegates from all parts of the nation represent the affiliated state and local associations.

b. A Board of Directors (one elected from each state and certain ex-officio members), a Board of Trustees (the President of the Association and four elected members), and an Executive Committee of five members are charged with the administration of the Association's affairs.

c. In order to provide service to special groups within the profession, the following departments have been organized:
1. Department of Adult Education.
2. American Association of Teachers Colleges, a Department of the National Education Association.
3. American Educational Research Association, a Department of the National Education Association.
4. Department of Business Education.
5. Department of Classroom Teachers.
7. Department of Kindergarten-Primary Education.
8. Department of Lip Reading.
9. National Association of Deans of Women, a Department of the National Education Association.
10. Department of Rural Education.
11. Department of School Health and Physical Education.
12. Department of Science Instruction.
15. Department of Special Education.
16. Department of Superintendence.
17. Department of Supervisors and Directors of Instruction.
A. THE GENERAL PLAN OF ORGANIZATION AND CONTROL

The legislative body of the Association is called the "Legislative Assembly." It is composed of the following members:

1. The President
2. The President-elect
3. The Vice-President
4. The Secretary
5. The Treasurer
6. The Editor-in-Chief
7. The Editor
8. The Assistant Editor
9. The Managing Editor
10. The Executive Secretary
11. The Executive Director
12. The Executive Committee
13. The Board of Directors
14. The Membership Committee
15. The Finance Committee
16. The Publications Committee
17. The Awards Committee
18. The Nominating Committee
19. The Bylaws Committee
20. The Ethics Committee

The legislative body meets annually to conduct the business of the Association.
18. Department of Supervisors and Teachers of Home Economics.
20. Department of Vocational Education.

d. The program of the Association is financed largely by membership dues.

e. Membership in the Association is a prerequisite to membership in any department. Beyond this the departments regulate their enrolments and may establish separate membership fees to maintain their own programs of activity.

f. In order to render continuous and effective service through the entire year the Association has established permanent headquarters at 1201 Sixteenth Street, Northwest, Washington, D. C., where an Executive Secretary and a staff of full time assistants carry on the work of the Association.

g. The affiliation of state and local organizations with the Association gives them representation in the Assembly and makes for more effective cooperation.

VI. THE OPPORTUNITIES FOR SERVICE WHICH MEMBERSHIP IN THE ORGANIZATION AFFORDS

a. Each individual may contribute to the welfare of the Association by:
1. Preparing materials for the Journal, Yearbooks, or other publications.
2. Participating in conventions.
3. Actually carrying out the practices sponsored by the Association.
4. Supplying information upon request.
5. Doing his own work in a way that will bring credit to the profession.
6. Using personal influence among colleagues and in the community to advance the policies of the Association in the interests of better education.
7. Expressing opinions through direct correspondence.
8. Paying annual membership dues, thus making it possible for the Association to carry on its program of professional service.
9. Accepting leadership upon occasion—as delegate, member of committee, or officer.
10. Participating in the work of state and local associations whose cooperation in applying the policies of the national organization is vital to the fullest measure of success.
11. Being on the membership roll—numbers count in determining the strength of the organization and the quality of its work.
IV. THE ORGANIZATION

In the organization of the association, there will be
an executive board consisting of the following members:

The President, Secretary, Treasurer, and three
members-at-large, elected by the membership.

The duties of the executive board will be:

1. To oversee the affairs of the association.
2. To prepare and maintain a budget.
3. To prepare and distribute the annual report.
4. To coordinate with other organizations.
5. To maintain and expand the membership.
6. To plan and conduct association events.

The association will hold annual meetings and
monthly board meetings to discuss matters of
importance.

The association will also have a newsletter to
inform members of upcoming events and
activities.

The association will be governed by a constitution
and bylaws, to be adopted by the membership.

The association will strive to promote the
interests of its members and the community.

The association will work to foster a sense of
community among its members.

The association will also work to promote
understanding and cooperation among the
members.

The association will be committed to
maintaining high standards of professionalism and
ethics in all of its activities.

The association will also work to promote
the well-being of its members and the community.

The association will also work to promote
the well-being of its members and the community.
APPENDIX III

AMERICAN FEDERATION OF TEACHERS—"QUESTIONS AND ANSWERS"

1. What is the American Federation of Teachers?

The national professional organization of classroom teachers affiliated with the American Federation of Labor.

2. When was it organized?

It was organized April 15, 1916, and affiliated with the American Federation of Labor, May 9, 1916.

3. How was this organization effected?

A few locals, directly affiliated with the A. F. of L. under the leadership of a few teachers of vision who were thinking in terms of community interest and social progress, met in Chicago, drew up a constitution and applied to the A. F. of L. for a charter as an international union of that body.

4. What is the system of organization?

The A. F. of T. is organized on the local system. Any group of seven or more professionally qualified teachers, upon application to the Executive Council, and the payment of a fee of $10.00, may be granted a charter.

5. Why did the A. F. of T. affiliate with the A. F. of L?

Because it recognized that organized labor was the major instrumentality in establishing our system of free tax-supported schools, has been their constant and consistent protector and defender, and has an advanced educational program second to none.

6. What is the educational program of the American Federation of Labor?

Better enforcement of the educational laws; wider use of the school plant; reduction in the size of classes; revision of teachers' salary schedules upward; increase of school revenues to maintain and develop public schools; cooperation between boards of education and superintendents and committees representing the teaching body in all cases of controversy between school authorities and teachers;
AMERICAN NUTRITIONAL ASSOCIATION

"What is the American Nutritional Association?"

The American Nutritional Association is an organization formed to promote
the scientific knowledge of the American public.

Where was it organized?

It was organized in 1919 and is still in existence.

What is it for?

It is for the advancement of nutritional science.

How much does it cost to join?

The annual membership fee is $10.00.

What is its purpose?

Its purpose is to improve the health of the American public.

How does it accomplish this?

By conducting research and disseminating information on food and nutrition.

What is the importance of its work?

Its work is crucial in promoting health and preventing disease.

What is its influence?

It has a significant influence on public health policies.

What is its relationship to the American Public?

It is dedicated to improving the nutritional knowledge of the American public.

How does it do this?

By providing educational resources and promoting healthy eating habits.

What is its impact on society?

It has contributed to the development of nutrition education and public health policies.
tenure of position for teachers during efficiency; sound pension laws; protection of the schools from propaganda and all forms of exploitation; labor representation on school boards; compulsory attendance laws; free text books; opportunity for every child to receive adequate educational advantages; opposition to all attempts to curtail educational opportunities at any time.

7. What has Dr. John Dewey said about the educational program of the A. F. of L?

"A few years ago I went over a good many of the documents in that field and I say without any fear of contradiction that there is no organization in the United States—I do not care what its nature is—that has such a fine record in the program of liberal progressive public education as will be found in the printed records of the American Federation of Labor."

8. What are the chief objectives of the A. F. of T.?

To professionalize teaching through organization of teachers in such strength that they may be in a position to determine their own status, questions of professional conduct and terms of contract, and exercise fully their rights as citizens as well as teachers, thereby attaining the place of leadership to which they are entitled in order that the best and strongest may be attracted to the teaching calling and as free men and women may be fit builders of the citizens of tomorrow in a free republic.

9. Is it professional to belong to a union?

In affiliation with the American Federation of Labor we find 1200 of the leading scientists of the country in the employment of various government bureaus, physicians in the health departments of some of our large cities, technical engineers, musicians, actors, and teachers in public schools, normal schools, and universities.

The Actors' Equity, the Musicians' Union, the Federal Employees, the Civil Engineers, the physicians in health departments have not found that affiliation with the American Federation of Labor has brought a loss of professional standing. Walter Damrosch, Ethel Barrymore, John Philip Souza, Dr. Franklin Meyer, Professor John Dewey, Professor Harry A. Overstreet, Dr. Joseph K. Hart, Professor Paul O. Douglas, Professor Robert Morse Lovett, Professor John A. Lapp, Professor George Coe, Robert Bruere have not lost their professional standing by belonging to labor unions.
10. What professional groups have affiliated with the American Federation of Labor?

Scientists in the employment of various government bureaus, physicians in the health departments of some of our large cities, technical engineers, musicians, actors, nurses, professors in colleges and universities.

11. What are the essentials to a profession?

Adequate compensation for services rendered. Tenure during efficiency. Participation in school administration. Determination of the standards that control teaching and teachers. Just as medicine and law were made professions chiefly because their own members fixed the standards of their callings, the standards of the teaching profession must be determined by ideals that find favor not merely in the eyes of those who control these positions, but in the eyes of those who do the actual work.

12. What prominent "professionals" are members of the American Federation of Labor?

John Dewey, professor of philosophy, Columbia University; Dr. Franklin Meyer, U.S. Bureau of Standards; Ethel Barrymore, Vice-President, Actors Equity; Harry A. Overstreet, professor of philosophy, College of the City of New York; Frank Gilmore, President, Actors Equity; Ethelbert Stewart, U.S. Bureau of Statistics; Robert Morse Lovett, editor, The New Republic; Paul H. Douglass, professor of economics, University of Chicago; Edward F. Keating, editor, Labor; John Herman Randall, author and professor at Columbia University; John A. Brewer, professor of education, Harvard University; and hundreds of others.

13. What has Dr. John Dewey said about Teachers Affiliating with Labor?

"Why is it that teachers who have not had to live by the labor of their hands, nor suffered the privations and difficulties of many of the members of the trade unions have found it necessary in time of need and extremity to turn for active support, not to manufacturers' associations, nor to bankers' associations and lawyers' associations, and the so-called respectable elements of the community, but have had to turn to these bodies of organized labor? I think that it is cause for shame and humiliation on the part of the so-called respectable classes; but I think on the other hand it is a source of pride and self-respect for the members of these labor unions and is a reason why every teacher should feel proud to be affiliated with labor
unions."

14. Why is Affiliation with the A. F. of T. sometimes opposed?

Because it is an organization of classroom teachers, there has been opposition among old line educators who fear any innovation originating with the teachers themselves, rather than with the administrative officials.

A second opposition expressed is that it is unprofessional to be affiliated with the American Federation of Labor.

The real opposition, however, is one never expressed. The teachers unions are opposed because they are a power. It is recognized that teachers by their affiliation with labor add immeasurably to their strength.

15. What Benefits Accrue to Teachers from Affiliating with Labor?

These labor affiliations make possible our strong and courageous position on all matters which affect public education. The story of free education in America is the story of the constructive efforts of organized labor whose children comprise the great majority of the attendance in the American public schools. Whenever well considered, progressive, courageous proposals have been made for the improvement of public education, labor has supported them and fought to bring about their adoption. The outstanding benefit, therefore, which comes to teachers from affiliating with labor is the sense of security which the individual has who knows that in standing for public-spirited educational objectives he does not stand alone. The courage engendered by this support makes of the teacher a self-respecting American citizen able to make constructive suggestions for the welfare of the school, fit to train the future citizens of a democracy. This teacher has the ability and time to handle large issues, because unworried by small ones.

The teachers unions associate themselves with their fellow workers because they recognize the necessity for groups having interests other than teaching.

16. How does the Standard Dictionary define a trade union?

"An organized association of workmen formed for the protection and promotion of their common interests."
17. In What Way Will a Teachers' Organization Be Strengthened by Labor Affiliation?

The teachers union will have the backing of the millions of organized labor. A great group of organized citizenry will make the teachers' cause its own, and can and will in the future as in the past promote the interests of the teachers and of the schools. Millions can do more than thousands in promoting a program.

18. Does Organized Labor Favor Having Representatives of Labor on Boards of Education?

Yes. In declaring that representatives of labor should regard it as part of their public duty to serve on local school boards or on the boards of trustees of educational institutions supported by public funds, in the 1923 convention said: "These institutions were created to serve all the people, and membership on such boards would insure the fulfillment of this original intention. Furthermore, such action is in entire and complete accord with the long and continuous interest of American labor in the cause of free public education."

19. What are the Objects of the American Federation of Teachers as Stated in its Constitution?

The objects of this organization shall be:

a. To bring associations of teachers into relations of mutual assistance and co-operation.
b. To obtain for them all the rights to which they are entitled.
c. To raise the standard of the teaching profession by securing the conditions essential to the best professional service.
d. To promote such a democratization of the schools as will enable them better to equip their pupils to take their places in the industrial, social, and political life of the community.
e. To protect public education.

20. Are Intellectual Workers in Countries other than the United States Organized into Trade Unions?

Yes. Teachers in numerous foreign countries, journalists in Italy, France, Great Britain, Irish Free State, Netherlands, Belgium; actors in Spain, Great Britain, France, authors in Italy, Holland, Switzerland. Confederations of intellectual workers exist in France, Italy, and the Netherlands.
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