

National Education Assoc.  
1946-52

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES  
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

January 6, 1947

*I am back*  
*5*

Mrs. Franklin D. Roosevelt  
Apartment 15-A  
29 Washington Square, West  
New York 11, New York

Dear Mrs. Roosevelt:

Some information came to my desk today.

First: On the question you discussed with such facility when you met with our staff on Friday afternoon, 4:20 P.M., January 3.

Second: On the vital question about which I have written to you several times in connection with the work of the President's Commission on Higher Education. You will note on page 2 of the Defense Bulletin, No. 19, December, 1946, enclosed, another expression of the attitude of a group of the NEA toward the granting of federal aid to non-public schools.

The whole strike situation is taken up in some detail, as well as other aspects of the emergency situation in education as it relates to teachers.

In the afternoon mail, I received a letter from Marjorie Johnston, a member of the faculty of the American Institute of Foreign Trade in Phoenix, Arizona. This is a new venture, as you undoubtedly know, and she writes of the success of the undertaking and speaks of the progress which the students have made to date. I quote from her letter: "We had far too little time to get organized but on the whole we are getting along well at the school. There are 360 students taking ten hours a week of Spanish and Portuguese and all can speak and understand rather well already. Three of the intermediate classes put on a beautiful Christmas program in Spanish and Portuguese. The Boettigers visited us that evening, and were very favorably impressed."

Affectionately,

*Charl Ormond Williams*

Charl Ormond Williams

SOME SIGNIFICANT ARTICLES INTERPRETING THE PROBLEMS OF EDUCATION

(Much of the basic information for these articles came from  
The Headquarters Office of the National Education Association  
1201 Sixteenth St., N. W., Washington 6, D. C.)

1. "Democracy in U. S. Schools" — Life, January 1941
2. "An Educator Bids for Partners" — Nation's Business, March 1941
3. "We Get What We Pay For" — Kiwanis Magazine, October 1941
4. "Why Teachers Leave School" — Nation, August 28, 1941
5. "Our Schools and the Fight for Freedom" — American Home, October 1942
6. "Revolt in the Classroom" — Saturday Review of Literature, September 18, 1943
7. "Lower Education is Having a Crisis Too" — Sat. Eve. Post, November 27, 1943
8. "An Apple for the Teacher" — Mademoiselle, February 1944
9. "Your Kids Are the Victims" — This Week, August 6, 1944
10. "Teachers Pay, A National Disgrace" — Reader's Digest, October 1945
11. "Our Schools Are a Scandal" — Collier's, April 13, 1946
12. "U. S. High School" — Life, April 22, 1946
13. "We Must Have More and Better Teachers" — N.Y. Times Magazine, May 12, 1946
14. "Our High Schools: What Are They Worth to Our Children" — McCall's, June 1946
15. "If We Want Schools" — Survey Graphic, July 1946
16. "Who Will Teach Your Child?" — Ladies' Home Journal, July 1946
17. "We Are Cheating Millions of Our Children in Shoddy Rural Schools" —  
Look, July 19, 1946
18. "Why Teachers Quit School" — Collier's, August 24, 1946
19. "Teacher Troubles" — Life, September 16, 1946
20. "Who'll Teach Your Children?" — Farm Journal, September 1946
21. "Today's Crisis in Education" — Encore, September 1946
22. "Teachers Salaries Must Be Increased" — NEA Journal, October 1946
23. "Stop Cheating Your Children" — Coronet Magazine, October 1946
24. "I'm Through With Teaching" — Sat. Eve. Post, November 9, 1946
25. "I Was Driven Out of Teaching" — Nation's Business, January 1947



# Democracys Defense

## THROUGH EDUCATION

DEFENSE  
BULLETIN

NO 19

December 1946

Issued by the  
NATIONAL COMMISSION FOR THE DEFENSE OF DEMOCRACY THROUGH EDUCATION  
1201-16th St. NW, Washington 6, D.C. Donald DuShane, Secretary

Contents confidential: Primarily for the information of, and action by members of the Commission, state secretaries, local affiliated associations, and NEA directors.

### Commission Membership

Appointed: Alonzo F. Myers, Sch. of Ed'n., N. Y. Univ., chairman, 1947  
Virginia Kinnaird, Central High Sch., Fort Wayne, Ind., vice-chairman, 1948  
John W. Davis, pres., State College, Institute, W. Va., 1949  
Jean W. Dodd, Supt. of Schools, Freeport, N. Y., 1948  
Ernest O. Melby, dean, Sch. of Ed'n., N. Y. Univ., 1948  
Winona Montgomery, teacher, Phoenix, Ariz., 1949  
Mary E. Titus, Cannack Junior High Sch., Huntington, W. Va., 1947

Ex officio: Edgar G. Doudna, vice-chairman, Bd. of Normal Sch. Regents, Madison, Wis.; Willard E. Givens, exec. secy., NEA, Wash. D.C.; Pearl A. Wanamaker, supt. of public instruction, Olympia, Wash.

Advisory: The Commission has over 800 advisory members who render an invaluable service in interpreting the Commission's work to state and local groups and in promoting welfare and similar activities in their own associations.

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DEFENSE COMMISSION MEETS

The executive committee of the Defense Commission met November 1-2 at NEA Washington headquarters, welcomed two new members, and unanimously reelected Alonzo F. Myers and Virginia Kinnaird as chairman and vicechairman respectively for 1946-47. Winona Montgomery of Arizona and Dr. John W. Davis of West Virginia are the newly appointed members.

The committee agreed to--

- (1) sponsor conferences on intercultural education
- (2) continue the campaign to defeat compulsory military training in peacetime
- (3) intensify its efforts on behalf of teachers unjustly treated
- (4) continue to oppose the undermining of public confidence in the schools by red-baiting groups
- (5) urge the issuance of a stamp commemorating America's classroom teachers
- (6) work for defeat of the Murray-Morse-Pepper bill for federal aid to education whose ultimate effect would be to encourage the establishment of non-public schools and to weaken the support of public education.
- (7) sponsor a study on administrative problems which would make for better cooperation between schoolboards and school management.

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TEACHER STRIKES PRO AND CON

Teacher strikes for higher pay made front-page news in a number of communities this fall. Discouraged by "bargain-basement" salaries which could not be stretched to meet the rising cost of living and tired of promises without action, teachers went on strike or threatened to strike in at least six states, Connecticut, Iowa, R. I., Minnesota, Ohio, Pennsylvania, Tennessee, and New York City. The pattern of action differed widely with local conditions.

While the public generally is in sympathy with the demands of the teachers for higher pay, many teachers expressed grave doubt as to the value of strikes as a means of arousing the public to an appreciation of the desperate plight of the schools.

✓ Norwalk, Conn.--The so-called Norwalk strike was not a strike but was an attempt to work out satisfactory contracts before signing. In their action the teachers had the support of the Connecticut State Teachers Association and the state board of education. Under the compromise agreement settling the 8-day "strike" the Norwalk board agreed to meet part of the increase which had been promised on a schedule negotiated with the teachers the previous spring. Also the board agreed to recognize the Norwalk Teachers Association, an affiliate of the National Education Association, as bargaining agent for the teachers. (See also Sept, DEFENSE BULLETIN, p. 2)

✓ Twin Cities--A strike of union teachers closed St. Paul's 77 public grade and high schools a few hours after an eleventh-hour offer of higher salaries had averted

a similar walkout in Minneapolis. The teachers representing about 1000 of St. Paul's 1165 instructors picketed the schools in a demand for salary increases.

Minneapolis teachers accepted the schoolboard's offer which averted the strike, namely, payment of a \$150-cost-of-living bonus in December 1946 in lieu of a 1946 salary raise, a \$400 increase in 1947, and establishment of a new schedule effective January 1, 1948.

- ✓ Tennessee--In McMinnville, Warren County, 38 schools remained closed as teachers and school bus drivers stayed home to enforce their demands for a \$25 monthly increase to cover the cost of living. Said County Supt. W. M. Taylor: "We feel the claims of the teachers and bus drivers are just--they're not asking anything unreasonable."

Three elementary schools at Shelbyville shut down recently after a letter was signed by 28 of 29 teachers asking for a \$25 monthly increase to their present average of \$135. City officials announced they would seek to raise revenues for the increase and schools were reopened. No action has been taken as yet (Nov. 23).

- ✓ Pennsylvania--Strikes were held, or threatened, in Wilkes-Barre, East Conemaugh Borough, Shamokin, and Rankin. Teachers in Rankin, a suburb of Pittsburgh, went on strike asking \$400 yearly increase and 10 days' sick leave. When the schoolboard refused the teachers' demands and they returned to work rather than endanger the welfare of the children, the students themselves went on strike! Said one of their spokesmen: "Our teachers can't live on salaries averaging from \$1200 to \$1800 a year in a big city like Pittsburgh, even in the suburbs."

- ✓ New York City--Aroused by threats of a teacher strike, leaders of parents and civic organizations denounced Governor Dewey's promise to investigate whether low salaries are responsible for the teacher shortage. We need more action, less talk, they declared.

COMMENTS:

The Defense Commission believes that after teachers have signed contracts they should live up to them, that in the long run teachers will not gain by striking but will lose a good deal of the public backing and support they have been building up for the past 4 or 5 years. The temporary advantage which a few teachers may secure from the strikes will be more than offset by the black eye which the profession as a whole will suffer thru public disapproval of such methods.

This is not to say that strikes or other drastic action might not be justified in extreme cases where there has been gross injustice, fraud, or coercion in connection with the adjusting and signing of contracts. For example, where the board demands return of signed contracts within a day or two, thus denying the teachers sufficient time for consideration, or where the board deceives the teachers as to funds actually available for teacher salaries.

In many communities this year teachers have negotiated successfully for salary increases without resort to strikes. One of the most progressive procedures is thru a joint negotiating committee, composed of representatives from the local teachers association and from the board. As pointed out in the new NEA Manual for Locals, "Such a committee is most likely to produce a schedule acceptable both to the teachers and to the board."

Teachers should stand united in their refusal to sign until satisfactory agreement is reached. If the board then fails to provide the contracts which have been

(Strikes--Continued from preceding page)

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negotiated--as was the case in Norwalk--the teachers are justified in refusing to sign until a settlement can be worked out.

The practice of teachers from other cities or states of applying for the jobs of the local teachers who are negotiating, should be vigorously opposed and effectively punished by the teaching profession.

The NEA Ethics Committee on October 20 issued the following statement concerning teacher strikes:

"The NEA Ethics Committee recommends a cost of living adjustment in teachers' salaries. It reaffirms its position regarding the sanctity of teachers' contracts. The Ethics Committee does not endorse breaking contracts by striking. However, the Ethics Committee warns that immediate consideration must be given to upward salary adjustments in countless communities in order to avert wholesale withdrawal of trained teachers from the profession.

"The NEA Code of Ethics for Teachers provides that 'a contract once signed should be faithfully adhered to until

it is dissolved by mutual consent' (Article III, Section A), but it also provides that 'teachers should insist upon a salary schedule commensurate with the social demands made upon it' (Article III, Section 5).

"With several hundred teachers on strike at the present and several thousand pupils out of classrooms because of strikes in school systems over the nation, the Ethics Committee expresses deep concern over the outlook for education as living costs skyrocket and as the antiquated school tax structures collapse."

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#### INTERCULTURAL CONFERENCES PLANNED

Citing education for human brotherhood as the most important obligation of the school in this critical period of world history, the Defense Commission at its Washington meeting voted to give major emphasis to its program in this field during 1946-47. Several conferences with educators in various parts of the country will consider ways by which intergroup friendship can be fostered in school and community. On December 1 the Commission sponsored a radio broadcast in cooperation with the National Conference of Christians and Jews on New York Station WJXR. Speakers included a Catholic, a Jew, and a Protestant.

The Commission's action program in this field includes:

- studies and reports by a special committee on human brotherhood and understanding, Dean Ernest O. Melby of New York University, chairman
- reports of successful teaching practices, such as the recent bulletin More Than Tolerance
- acting as liaison for the teaching profession with individuals and organizations working in this field
- encouraging state and local teachers groups to pass resolutions and take action promoting intergroup education
- sponsoring workshops and conferences on intercultural education.

TEACHERS UNDER ATTACK

Activities of the Defense Commission in behalf of teachers unjustly treated were approved by the Commission's executive group at its recent meeting in Washington. Among current cases are the following:

Las Vegas, New Mexico--The Defense Commission and the New Mexico Educational Association are supporting the suit of several unjustly dismissed teachers in Las Vegas County. Damage suits have been filed and efforts are being made to bring the cases to an early trial.

McCook, Nebraska--Last spring the McCook schoolboard aroused a storm of protest when it refused to reinstate three teachers whom the Defense Commission and the Nebraska State Education Association found, after a careful investigation, to have been unfairly dismissed. The Commission plans to issue a report on this case in the near future.

Valley Stream, New York--The Commission is aiding the NEA Tenure Committee in its investigation of this case (see page 12 of the DEFENSE BULLETIN for a full account).

Maine--In cooperation with the Maine Teachers Association the Commission offered to support the case of a Maine teacher who had been threatened with suit by parents who charged the teacher with using excessive corporal punishment. However, the Commission's backing of the case, together with the support of the MTA, has apparently caused the suit to be delayed or called off entirely.

Requests for investigation in at least eight other cases of teachers under attack are now under consideration by the Defense Commission.

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SHALL WE DISCARD OUR "SURPLUS YOUTH"?

Their usefulness to war factories gone, thousands of upper teen-age boys have been flung into the scrap-heap in as haphazard and wasteful a fashion as we have discarded surplus war materials.

Child-welfare workers estimate that some 2 million boys, 16, 17, and 18 years of age, are marking time--bewildered, frustrated, idle. Youngsters nearing draft age are unwanted by employers who refuse to train "temporary" material. Many youth who left school under "patriotic" pressures exerted by business or money-hungry parents now keenly regret their lack of a diploma. They report that high-school graduates have first choice on the few jobs available. Still others don't want to return to high-school which they now regard as "kid stuff." Colleges are giving veterans the first break so that the veteran's younger brother finds that door closed in his face with the prospect that it will remain shut for years to come.

SUGGESTED ACTION: The Defense Commission believes that the nation has the same responsibility to these "returning" child laborers that it has to the war veterans, and federal assistance in carrying out this responsibility is equally needed and justified. All boys and girls should be encouraged--and given student aid if necessary--to continue their education at least until they are 18 years of age. Yet 28 states still permit youngsters to leave school at age 14. Teachers should make special plans to meet the needs and interests of unemployed youth and to attract them back to high school.

SUSPENDED AXES

Irene R., secretary of the state classroom teachers association and leader in a better-salaries campaign sponsored by her local teachers group, writes that she has signed a 3-year contract with her schoolboard. Thus the dreaded axe of dismissal which has been hanging over her head for the past year has been temporarily suspended. However, if she continues her leadership in professional organization, she may be facing the same threats again.

"I want to thank the Defense Commission," Miss R. writes, "for the help you have given our teachers in their recent successful campaign to raise teachers salaries. Knowing that we could call on the Commission for help gave us moral support."

For her own part in the campaign Miss R. suffered both coercion and hardship. When she led a movement to petition the schoolboard for a cost-of-living raise she was charged with being "uncooperative" and transferred to another building. When she suggested an impartial survey of school costs she was warned that unless her "health" improved she would be considered unfit for the classroom.

She did not protest the transfer--nor did she cease her work in the association. She was, however, greatly worried at the threat of incompetency since her board had a practice of putting teachers on half salaries without previous notice. This demotion might be for physical or mental incompetency "or any incompetency that the board wishes to declare."

Her state did not have tenure. She was herself over 50 years of age and worried about securing employment elsewhere. Yet courageously she refused to give up her "right to be wrong" and to take part in the activities of her teachers group.

COMMENT: Any threat against an individual teacher because of her action for better salaries or working conditions is both unjustified and unprofessional. The Defense Commission and the NEA are advocating a vigorous salary drive thruout the country and are urging state and local associations to make every effort to increase teachers' salaries. The Commission will give every possible cooperation and backing in such efforts.

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HIGHPOINTS FROM STATE ELECTIONS

Described as probably the most important educational proposal ever to appear on a ballot in that state, an amendment was approved at the November general election by California's four million voters which will go far to put the schools of that state on a sound financial basis. Among other provisions the amendment includes a minimum salary of \$2400 for all teachers, state aid to kindergartens, and state support of education on the basis of \$120 per pupil per year.

Constitutional amendments designed to meet the critical needs of the schools were also approved in Michigan, Oklahoma, Utah, and West Virginia. Leadership in the campaigns was assumed by the state education associations.

Wisconsin defeated an amendment to provide for the transportation of children to and from any parochial or private school.

SUGGESTED ACTION: In view of the \$2400 minimum wage passed by California, teacher organizations are advised to reconsider minimum wage laws in their states in the hope that numerous other states will follow California's lead during the coming sessions of their legislatures.

### SCHOOLS CLOSED, PLAYSPTS STILL OPEN

Schools in various parts of the country were forced by the coal shortage to remain closed after the Thanksgiving holiday. In Denver 76 public school buildings were reported closed; in Baltimore officials said 7 schools would have to close by January 1. But, as pointed out by the Baltimore Board of School Superintendents, many other activities such as sports or amusements remained open. A member of the board added, "We have not heard of a single pool parlor or other place of amusement closing its doors."

The board asserted, "The schools stand ready to do their share and render full cooperation," but added: "In a democratic nation our schools and colleges constitute our basic strength both in peace and war, and we will be able to meet our political, social, and economic responsibilities only to the degree that we strengthen and not weaken that on which our stability relies. Schools, therefore, should be subjected to special restrictions only after restrictions have been applied to activities which are less effective."

### AN APPLE FOR THE TEACHER

Teachers who are discouraged by low pay and, in many places, lack of public appreciation of the importance of teaching, may get a "lift" out of the following advertisement which has appeared with local sponsorship in a number of Michigan, Indiana, and Illinois newspapers.

The advertisement is a direct outgrowth of the education-industry conferences sponsored several years ago by the Defense Commission and the National Association of Manufacturers. In setting up the meetings the Commission worked with Henry E. Abt of N.A.M. Now Mr. Abt is managing director of Brand Names Foundation and is the author of the advertisement reproduced below.

#### We've Been Meaning to Say This to You Teachers for a Long Time

The industries listed on this page manufacture products in Branch County (Coldwater, Michigan). All over the world these products stand for skillful workmanship and high standards of integrity.

In a very real sense they stand for you and your teachings. All of the best you have taught is in these products.

Many's the time you've slaved after school to help Johnny understand how "x" can equal the number... or to help Mary comprehend the importance of precision.

The Johnnies and Marys you have taught are the men and women whose intelligence and faithfulness to standards give meaning to these brand names and trademarks.

Wherever these names go, they stand for the best in all of us, in places thousands

of miles away, they are Branch County, doing its proud part in the service of human needs and happiness.

This is our way of saying to Branch County teachers, "thanks"--our own thanks and the thanks of everyone everywhere who enjoys the direct and ultimate benefit of your teachings.

Signed: Midwest Foundry, Douglas Mfg. Co., Duo Coach Co., Homer Furnace and Foundry Corp., McKenzie Milling Co., Bronson Reel Co., Bronson Tool & Die Co., Coldwater Dairy Co., L.A. Darling Co., Pratt Mfg. Co., Quality Spring Products Inc., C. Duke Muller Industries, Regal Mfg. Co., M.T. Shaw, Inc., Schafer Mfg. Co., Northern Mich. Machine Tool Co., Francis Equipment Corp., Federal-Mogul Service.

CHICAGO'S NEW BOARD BANS SECRET MEETINGS

With appointment by Mayor Edward Kelly of six new members to the Chicago Board of Education, prospects are good for the school reforms outlined by the mayor's committee of college presidents. The committee's report, made public in June, followed closely the recommendations of the NEA Defense Commission based on its investigation of Chicago schools. Altho the mayor's committee urged that the entire board resign in order to give the schools a "clean slate," five faithful followers of the Johnson-McCahey regime, including Chairman McCahey, refused to quit.

It is too early to tell what the new members' attitude will be toward school reform. Yet all are representative citizens recommended for the job by a special nominating commission. They are:

- Mrs. Harry M. Mulberry, president, Woman's City Club
- Charles J. Whipple, chairman, Hibbard, Spencer, Bartlett, & Co.
- John Doherty, international representative, United Steel Workers of America, C.I.O.
- Mrs. Clifton Utley, vice-president, Illinois League of Women Voters
- William Bachrach, educational director, Chicago Technical College
- Dr. Italo F. Volini, head, department of medicine, Loyola University

At its first meeting October 9 the new board voted to eliminate the "prepublic" meeting formerly held in the president's office, to bring all discussion to the floor of the public chamber, and to modify the omnibus system of voting. All these reforms had been recommended in the NEA report.

The board also named a committee to study the need for increased teachers salaries and a committee to recommend a new superintendent.

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KEEP 'EM DUMB AND YOU CAN FOOL 'EM

The following letter from a county superintendent reveals conditions which are widespread throuth the country:

"We are in a bad situation in our county. We have about 50 emergency teachers and a large percent of these have had no college training. The majority of them are doing a poor job, but it was necessary to employ them or close the schools. I started last Christmas in an all-out effort to secure teachers. I wrote all of the colleges in five states and all of the teacher agencies as far west as the Mississippi River, but without results. The highest salary paid teachers in this county, with a college degree, is \$150 per month for 9 months. Teachers with a Master's degree get \$10 more per month.

"I have visited all our high schools recently and urged the seniors to prepare themselves to teach. I have only one boy interested and no girls, but after I left one school a senior came to me and stated she would like to go to college and prepare herself to teach, but her father told her that if she had no more ambition than a desire to teach school in this state, he would not contribute one dollar to her education, beyond high school.

"If you will make a careful study of the political setup in this state, I think you must come definitely to the conclusion that many of the politicians are not greatly interested in education. 'Keep 'em dumb, and you can fool 'em!'"

### SCHOOL PEOPLE CAN'T BE BOUGHT

"HOW CAN A TEACHER afford not to be a member of the NEA?" was the question uppermost in my mind as I listened to the discussions during the recent NEA meeting in Buffalo and as I more fully comprehended the vast work being done by that organization for the teachers and children of our country and even of the world.

The first meeting I attended seemed to set the stage for all that followed. It was the open meeting of the Defense Commission.

It was thrilling to hear how this Commission has aided teachers in cases of unjust dismissal in the Chicago schools, Oklahoma, and elsewhere and to hear some of these teachers express in person their appreciation to the NEA and this Commission. The report also included conferences held in 17 states (including South Carolina) where representative lay leaders met with members of the teaching profession for an informal interchange of views.--Mel Lee Daniel of Greenville, in South Carolina News, Nov. 1946.

Ostensibly the Army's new plan for universal military training, which will be presented to Congress in January, is a compromise proposal to meet some of the objections which educators and other groups raised during the last session. Actually the Army's 6-months plan is a year's plan and is not substantially changed.

Under the bill all physically fit young men would be required to perform 1 year's military duty. The obligation could be discharged by serving a year in a training camp or 6 months' active training plus the "equivalent" of an additional 6 months in National Guard, ROTC, or Reserve service.

In effect this bill puts higher education under the complete control and dictation of the War Department--a domination never remotely contemplated before in the history of the nation. Every college that wants men students must comply with the provision of the bill by providing ROTC training or certain courses approved by the Army. Otherwise draftees will not be allowed to attend.

The Army has launched a campaign to get the people and Congress ready for immediate action on peacetime conscription when Congress convenes. The more or less ominous action of the Budget Bureau in refusing to approve funds for federal aid to education until universal military training has been set up, is a clear warning to educators of the struggle ahead. Budget Director Webb, withholding endorsement of the Murray-Morse-Pepper Bill to subsidize education, said the Administration believes a permanent program of universal military training must have first priority, with education then to be "considered in relation to enactments respecting military training."

COMMENT: The action of the Budget Bureau may have as one of its purposes to coerce school people who favor federal aid to education to keep quiet on the issue of military training. In our opinion, school people can't be bought, but will deplore such tactics as deferring consideration of federal aid to education until the military training bill has been disposed of.

SUGGESTED ACTION: Beginning now the fight against peacetime conscription must be waged with full vigor. The Defense Commission urges teachers and others who are opposed to compulsory military training to get their views to their representatives before Congress convenes in January.

✓ THE NEA AND COMPULSORY MILITARY TRAINING

The development of scientific instruments in modern warfare have made war so destructive of life and property that every effort must be made to decrease the possibility of its recurrence. The National Education Association stands for the international reduction in armament thru the United Nations and is opposed to any unnecessary present action which will lead to an international armament race. It favors the international abolition of conscription and military training.

Until such time as dependable international agreements can be reached for the reduction of the possibility of war, the National Education Association favors adequate preparedness for the preservation of our national security. Such security rests not only upon military force but upon the health, knowledge, skill, productiveness, and loyalty of our entire population. From the standpoint of military security and protection the United States needs a modern navy, a large, long-range air force, and a highly trained professional army supplied with the most modern equipment.

The National Education Association believes that compulsory peacetime military training is not necessary for our national defense under present conditions and is not an institution compatible with the American type of democracy. It believes that the continuance of such training over a considerable number of years will lead to the same tendency toward militarism in the United States that compulsory conscription had in Germany and Japan. Most of the farm, labor, and church organizations of the United States are also opposed to compulsory military training.

The cost of such training runs into billions of dollars per year. This cost in addition to necessary military preparation would be so great that in all probability the United States could not afford to provide adequately for the other security needs of the country. The amount of money required for compulsory military training would provide us with much more adequate national defense if used for medical care

and health training in our schools, for the provision of adequate education for every American youth, for the development of widespread scientific and technical skills, for scientific research, and for the understanding of and loyalty to American democracies and liberties thru expanding the scope and improving the quality of American education.

The National Education Association, while favoring the reduction of armament and the elimination of war, is deeply concerned with the protection of our country and the safeguarding of our liberties and democracy, not only thru necessary military provisions, but also by the development and continuance of a sound economy and by a dependence upon international cooperation, goodwill, and understanding, rather than upon force and intimidation.

The above statements are based on resolutions adopted by the delegate assembly of the National Education Association at its Buffalo convention July 1946. The following quotations from resolutions are arranged topically:

National Defense

The National Education Association favors a modern navy, a large air force, and a highly trained army adequate to meet the defense needs of our country. The Association is firmly committed to the sound defense of our country and to the strengthening of its economic, social, and spiritual wellbeing.

Among the best defenses in preparation for any future war would be the development of a sound economy, provision for adequate programs of education and health for all people, the preparation of large numbers of technically trained citizens, the fostering and expansion of thorough scientific investigation, the elimination of domestic injustices and group conflicts, and the development of national unity.

The National Education Association believes in adequate preparedness for the preservation of our national security.

(Continued on following page)

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11.

Such security rests upon the physical vigor, scientific knowledge, technical skill, civic responsibility, and military competence that reside in our citizens.

#### Compulsory Military Training

We look with concern on the proposal to adopt immediately a system of universal compulsory military training which is foreign to our country's past practice and which in a number of countries has resulted in the creation of powerful military political cliques, dependence on military force, and tremendous economic waste.

Compulsory military training carried thru several generations might well threaten the basic concepts of our democracy and

create attitudes which might more easily involve us in war.

#### Reduction in Armament

A strongly supported United Nations Organization will insure a reduction in armament and basic changes in our national defense plans. Before plunging into a world armament race of which compulsory military training is a part, it would be wise to develop strong international laws, administered thru a powerful United Nations Organization.

We should use the years immediately ahead to ... seek thru the United Nations Organization the international abolition of conscription and the reduction of armaments.

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#### BOARD MEMBER ASKS NEA TO INVESTIGATE

Citing "about a dozen cases" of teachers fired by the board of education in a small western city without explanation or review, a member of the board asks the Defense Commission to investigate. The city has a population of 17,000 and is in a state which has no tenure legislation. He states that he is a physician and is one of two board members elected by a citizens committee who are determined to "clean things up." Already resignation of a "dictatorial and unsuitable superintendent" has been obtained effective January 1, 1947; secret board meetings have been abolished; teachers salaries have been raised and new contracts will be based on a survey now underway.

As a test case the board member asks the Commission to investigate the following "particularly flagrant" example. He writes:

✓ "This teacher was let out after 17 years' work without even a letter of dismissal. She simply received no contract and the superintendent would not explain why. She was refused a review of her case by the board of that year. She has the unqualified approval of parents and of the local college professor who supervised her critic teaching work. She wishes reinstatement....

"One of the principles we hope to establish for all time in our town is that a good teacher of long standing may not be fired or abused in some other way at the whim of the superintendent, or that at least the case shall be subject to review by the board."

COMMENT: The Defense Commission is making preliminary inquiry and if conditions warrant will investigate not only the test case but other complaints which the board has refused to review. Unexplained dismissal of 12 teachers in a small community, even over a period of years, would be extremely damaging to the morale of the entire teaching staff and to the welfare of the schools.

VITAL PRINCIPLE AT STAKE IN VALLEY STREAM CASE

Although she had given 8 years' satisfactory service as a teacher in the Valley Stream, New York, schools, and because of the passage of a new state tenure law was eligible for permanent status this year, Mrs. Susan Edwards was summarily dismissed by her schoolboard last June. No reason was given by the board and to this day, many months later, she has not been given a chance to answer charges,

Mrs. Edwards' case was referred for inquiry to the NEA Tenure Committee by the Nassau County (New York) Classroom Teachers Association. The NEA Defense Commission was also asked to cooperate in the investigation.

During the summer the Tenure Committee made a preliminary investigation. Apparently the Valley Stream board had the legal right to prevent Mrs. Edwards from becoming a permanent teacher by refusing to reappoint her. However, the NEA holds that any teacher who has been employed in any community--whether she is under tenure or not--is entitled before being discharged to a full statement of reasons and the right to appear before the board for discussing those reasons.

This principle is vital to the welfare of teachers everywhere and has been supported for many years by the Tenure Committee, the Defense Commission, and the NEA.

The only explanation for Mrs. Edwards' dismissal which the Tenure Committee was able to get during its inquiry was the verbal statement of a vice-principal that he "did not care to have her on his team" because of a difference in personalities.

The Tenure Committee following its investigation issued a public statement supporting Mrs. Edwards' right to a hearing. The chairman of the Valley Stream schoolboard then notified Mrs. Edwards that she might appear before the board to hear a statement of reasons but that she was not to ask questions or speak in her own defense. On advice of the Defense Commission Mrs. Edwards refused to appear unless she was allowed to answer charges.

All information available indicates that Mrs. Edwards was a thoroly competent teacher and this view is sustained by her immediate appointment to a highschool in another and much larger city.

James M. Balassone, president of the Nassau County Classroom Teachers Association, writes the Defense Commission as follows:

"We in our way are doing all we can to back up the immensely greater moral pressure which your Commission and the Tenure Committee are able to bear on the rehabilitation of Mrs. Edwards.

"We detect signs that teachers organizations elsewhere in the country are moving to exert what influence they possess toward better standards in the practices of hiring and firing teachers. We believe that we are working for the general welfare of all members of the educational profession by beginning in our own field."

COMMENT: The Tenure Committee and the Defense Commission will continue their efforts to obtain for Mrs. Edwards a hearing before the Valley Stream board so that she will be able to clear herself. If her discharge is found to be unwarranted she should be reappointed immediately.

CONFERENCE ON JUVENILE DELINQUENCY

The secretary and associate secretary represented the Defense Commission at the National Conference for the Prevention and Control of Juvenile Delinquency, held in Washington November 21-23 at the call of Attorney General Tom Clark. A thousand or more specialists in all phases of child welfare were present as the Attorney General opened what he called the first nationwide attempt to chart a plan for preventing juvenile delinquency in the community.

Quoting the FBI report on youth crimes, Clark stated that:

"During the first 9 months of this year, arrests of youth under 21 accounted for 51.1 percent of all auto thefts, 42 percent of the burglaries, 25.8 percent of the robberies. Compared with the same period of 1945, arrests of youths in the 18 to 20 age group were up 21.5 percent."

The conference then split up into 16 panels to discuss various aspects of the problem. The panel on THE SCHOOL AS A PREVENTIVE AGENCY outlined the school's fourfold responsibility toward the delinquent or potentially delinquent:

- (1) The school should plan an adequate program that fits the needs of all children and results in wholesome growth and development
- (2) It should identify those children who show signs of being susceptible to delinquent patterns of behavior and take proper preventive or remedial measures to insure better adjustment
- (3) It should work closely with parents and neighborhood leaders to assist them in better understanding of the individual child and to help them remove any factors in the neighborhood inimical to child welfare
- (4) It should cooperate with all community agencies and resources in a coordinated plan, bringing their combined influence to play on the individual child in such way that he will receive maximum help when he needs the experiences provided by a particular agency.

COMMENT: The report on THE SCHOOL AS A PREVENTIVE AGENCY, which will be available soon from the Government Printing Office, should be studied by every school group in America. The report in general supports the position advanced by the Defense Commission for several years: that potentially the schools have a major part in preventing delinquency and that if schools were properly organized and financed delinquency could be reduced as much as 70 percent.

While the school people in attendance at the conference were generally agreed as to the primary importance of the school in delinquency prevention, this viewpoint did not prevail in the other panel discussions, except in the recreation section which did to some extent recognize the school's contribution. The failure to recognize that the school, as the one agency having all the children under its care, is of central importance in the delinquency problem is due partly to the unwillingness of many school people to assume their responsibility, partly to the self-interest of various agencies dealing with the problem, each one wanting a major share in the field.

"IT GOT US THINKING...."Postwar Conferences Reach 2700 Leaders in 19 States

A Montana businessman writes: "The leaders' conference sponsored by the Defense Commission got us thinking and talking about school problems--and that is no small thing!"

Leaders' conferences on postwar problems and education, sponsored since late 1944 by the Defense Commission and the state associations, have reached more than 2700 key leaders in 19 states. Attendance ranges from 80 to 200 leaders, 60 percent of whom are lay representatives from business, professions, and civic groups, and 40 percent are educators. Both Minnesota and South Carolina have sponsored two state-wide conferences.

Recently the Commission asked approximately 300 participants to note "continuing benefits" from the conference and to suggest improvements. Of 91 replies received, 86 reported that they found the conference to be "interesting and worthwhile at the time" and more than half reported such continuing benefits as:

"Our superintendent was encouraged to call in townspeople to go over school district plans which were approved and led to passage of 2½ million-dollar school bond issue"

"Lay groups, such as men's service clubs, have felt more responsibility for education and have tried to work more closely with educational leaders"

"Caused a distinct awakening on the part of the general public to problems of education. This was reflected in almost all candidates in this summer's primary declaring for educational improvements"

"Came to realize what an important part the schools play and how much industry depends on them"

"Tends to knit leadership elements of the community together"

SUGGESTED ACTION: Limited funds will probably make it necessary for the Defense Commission to end this series of conferences in the spring of 1947. State associations which are interested in holding a conference should write the Commission at once in order to reserve a place on the winter-spring schedule.

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ON THE "FIRING" LINE

THEY COULD HIRE "WHOM THEY PLEASED"--"This spring my schoolboard left me out entirely in appointing next year's staff," writes a teacher from Illinois. "The board members gave no advance notification and no reason whatsoever, only this-- they could hire whom they pleased." She had taught two years in the local system and 25 years in the state.

COMMENT: When a householder gets rid of an unwanted dog by kicking it into the street we criticize him severely and report him to the humane society. What can be said in defense of a schoolboard which cold-bloodedly kicks out a teacher without giving her any statement of reasons or any chance to defend herself? Even if the teacher was unfit for the job, common humanity would entitle her to a hearing.

DEFENSE FUND GROWS

Several classroom teachers associations are among recent contributors to the TEACHERS DEFENSE FUND, which was set up by the Defense Commission and the Department of Classroom Teachers to provide emergency aid to teachers who are victims of unjust treatment. Contributions received during recent weeks are:

Nassau County (N.Y.) Classroom Teachers Association.....\$75  
 Birmingham County (Ala.) Teachers Association..... 10  
 Dr. E. T. McSwain, professor of education,  
 Northwestern University, Evanston, Ill. .... 10

SUGGESTED ACTION: If you want a share in building the TEACHERS DEFENSE FUND, send your contribution to either of the sponsors at 1201-16th St., N.W., Washington 6, D.C.

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RED BAITING IN THE SCHOOLS

For several months the Defense Commission has urged teachers to be on the alert against a new outbreak of red baiting and witch hunting similar to the attacks which plagued the schools following World War I. Numerous attacks have been cited (Sept. DEFENSE BULLETIN) which charge the teachers of America with radicalism, communistic teaching, and other subversive activities.

Attempts are made in the following quotations to create the impression that teachers as a group are disloyal and that the NEA is communistic and is sponsoring subversive textbooks. Actually the NEA is one of the few national organizations in the country which does not permit membership to any subversive person. Those who question the basic conservatism of teachers should also be referred to the article, "Teachers to the Right of Center," page 17 of this issue of the DEFENSE BULLETIN.

The Commission has carefully examined the textbooks criticized in the quotations which follow. They contained at most a few passages which could be classified as liberal but in no sense as subversive.

The Commission believes that the cumulative effect of such false accusations on public opinion, as well as on teacher morale, is extremely dangerous. We urge school people to combat the undermining of public confidence in the schools by answering every accusation immediately, insisting that those who make charges furnish proof against specific teachers or texts. Our experience has been that they will be unable to substantiate their charges.

Republican Clubs

At its convention in Philadelphia this fall the National Federation of Republican Clubs charged that subversive literature is being distributed in the nation's public-school system and that certain faculty members are "deliberately misrepresenting American ideals." A resolution was adopted calling for a close study of history and social-study textbooks being used in schools. Also the resolution called for an investigation of teacher qualifications.

Altho the Defense Commission wrote the president of this organization asking for a copy of the resolution and for specific information about any teacher or textbook considered to be subversive, no reply was received.

Ernie Adamson

Latest to take a hand in the attacks upon so-called subversive textbooks is Ernie Adamson of Washington, D. C., chief counsel for the House Committee on Un-American Activities. In talking about a widely used text in the social studies, Adamson (as quoted in the Los Angeles Examiner) stated that:

"A series of Communist books are being offered in every state in the Union. They all follow the same pattern. This is: (1) advocating world government; (2) calling for 'direct action' by the people; (3) giving at least a 'pink' hue to Democracy; and (4) attempting to implant in the minds of school children that the U.S. Constitution is antiquated--that it is a horse-and-buggy-days document. The overall objective is to teach children that all forms of capitalism and private ownership, especially of utilities and real property, are wrong."

Upton Close

In his syndicated column, "Reading the Signs," Upton Close takes up the hue and cry. He calls upon the American Legion and the Veterans of Foreign Wars to give moral and financial help to the California branch of the Sons of the American Revolution in its fight against un-American textbooks. Close says he looked over the books and found them "a masterful example of subtle New Deal, pro-Russian propaganda. The job is so smooth even a school teacher may not detect the propaganda, which nevertheless is potent, taking advantage of the fact that American people are trusting and little given to suspicion."

George Washington Robnett

Over a year ago the Defense Commission called attention to the red-baiting tactics of George Washington Robnett. Testifying against federal school aid at last year's Senate hearings, Robnett roundly condemned the NEA for seeking such aid.

Recently in his mimeographed news release (published by the Church League of America, an organization which is largely a vehicle for his propaganda) Robnett describes at length how radicalism is threatening our classrooms. He excoriates the NEA for its federal-aid campaign, also for its leadership in establishing an international education organization at Endicott last summer. NEA teachers, Robnett charges, want to "internationalize" history and geography textbooks. He writes:

"The swing to the Left in the field of education has become so marked during the last 15 years that the general public is fast becoming aroused and alarmed. Unless educators themselves organize... to block this trend there will surely arise a wave of indignation that will jeopardize public confidence in our American educational system."

Editor Lieferant's Savage Attack

Not bothering to mince words--or to submit proof--Henry Lieferant of True Story magazine in a recent series of editorials on "The American Teacher," charges that "a great many stanch Americans feel that our schools are now being polluted by the divided loyalty of our teachers." Numbers of parents from all parts of the country, Lieferant asserts, are hesitant about sending their children to the

average teacher in the public school because they feel that the teacher of today does not set a good example. He writes:

"Some teachers are merely indifferent to democracy....Others take it for granted.... There is another group actively opposed to our democratic ideals and institutions, while loudly claiming all rights and privileges allowed by democracy. These teachers are using their positions to undermine our American way of life, by subversive and open propaganda for a totalitarian way.... This type of teacher....is poisoning the minds of our young people with un-American ideas...She is interested only in preaching against democracy and in supplanting it with a subversive, un-American, foreign way of life."

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#### TEACHERS TO THE RIGHT OF CENTER

Attacks upon the loyalty of teachers, accusing them of being radical or communistic, have been made within recent months by certain propaganda groups (See "Red Baiting in the Schools," p. 15). One refutation of these charges is found in a recent nationwide survey by Opinion Research Corporation of which Claude Robinson, formerly of Gallup Poll, is director.

Robinson attempted to measure the extent to which "collectivist ideology" has won a public following. On a scale from 1 to 100 he ranked rugged individualists as 1 at the extreme right, and all-out advocates of government control at 100. The survey showed that on this scale the general public ranked at 38, to the right of center. Union labor was left of center at 54. Business executives were farthest to the right at 13. Next, in order, came editors, Dewey voters, small businessmen, etc., as shown in the list below. Note that public-school teachers are well to the right of center.

#### Conservatives (right of center in following order):

Business executives  
Editors  
Dewey voters  
Small businessmen  
Proprietors and managers  
Catholic clergymen  
Public-school teachers  
White collar & professional workers  
Protestant clergymen  
Farmers  
Federal employees  
Non-union workers

100

CENTER

1

Liberals (left of center  
in following order):  
College teachers  
Veterans of World War II  
Skilled workers  
Service workers  
Unskilled workers  
All manual workers  
Roosevelt voters  
Semi-skilled workers

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES  
1201 SIXTEENTH STREET, N. W., WASHINGTON 6. D. C.

January 6, 1947

Mrs. Franklin D. Roosevelt  
Apartment 15-A  
29 Washington Square, West  
New York 11, New York

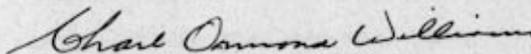
Dear Mrs. Roosevelt:

I hope you got the package of material I sent special delivery to Mrs. Miller's home. It should have reached you that night. In any event, it surely will be forwarded to you.

This little note this morning is to send you these important statements on teachers' associations. They represent the views of leaders of the NEA, as well as the organization itself on labor unions for teachers.

I am hurrying away to the monthly meeting of the Women's Joint Congressional Committee, and I shall write a letter, about your visit to us, this afternoon.

Affectionately,



Charl Ormond Williams

CCW/b

## TEACHERS' ASSOCIATIONS

*Sound views*

Lotus D. Coffman, President, University of Minnesota, Minneapolis, Minn.

(NEA Volume of Addresses and Proceedings, 1920, p. 458-465)

"To what kind of an association shall teachers belong? Shall they join the American Federation of Teachers, which is affiliated with the American Federation of Labor, or shall they maintain an independent organization of their own? This is the question which thousands of teachers are being called on to answer. All matters of a temporary or expedient character should be swept aside in an attempt to arrive at a final and sensible answer to the question. The American Federation of Teachers bases its appeal upon the assumption that teachers are merely employes, hired men and women, not members of a profession; that they are the objects of economic and intellectual exploitation and oppression; that affiliation with union labor will exalt and dignify them as they have no dignity to lose, that they are a helpless, hopeless, disorganized aggregation of units, without business or collective sense; that their servility, due to autocratic and Prussian methods of administration, is notorious.

"The force of the appeal of such facts comes at a most fortunate time for the American Federation of Teachers. Conditions throughout the country are unsettled. The cost of living is still rising. Labor has raised its wage scales enormously through the influence of the unions. Teachers, on the other hand, are finding it increasingly more difficult, if not impossible to maintain their former standards of living. Many are leaving teaching, attracted by more remunerative opportunities in other fields, and their places are being taken by the untrained and unqualified. The public expresses an interest in the situation, but remains too inactive. Labor extends a welcoming hand, saying, 'Join us, we have the power and the votes to bring quick relief.' It points to its record of achievement, it shows how it has bettered its own condition; it shows how it has actually helped teachers in certain localities."

Dr. Coffman then lists the following objections to teachers joining the American Federation of Teachers:

1. Teachers are not laborers merely. If they are, then so are the doctors, lawyers, nurses, ministers, the followers of every profession.
2. The purposes, methods, and problems of organized labor are essentially and fundamentally different from those of the teaching profession.
3. Labor believes in equal pay for equal work. The slogan of the professionally-minded teachers should not be equal pay for equal work, but equal pay for equal work of equal worth.
4. The weapon of the union is the strike. Even though the American Federation of Labor has guaranteed local autonomy in this matter to local federations of teachers, teachers cannot escape having their psychological processes, biases, and attitudes colored and influenced by those with whom they are associated.
5. The affiliation of teachers and labor unions will intensify class spirit and class antagonism.
6. The affiliation of teachers' organizations and labor unions fails to make a proper distinction between private work and public service.
7. There is danger that affiliation with organized labor will result inevitably in a lowering of professional standards among teachers.

## TEACHERS AND THE AMERICAN FEDERATION OF LABOR

James E. Russell, Dean  
Teachers College, Columbia University

The teacher occupies a peculiar position in the body politic. He instructs children in the rights and duties of citizens. His wards of today are the voters of tomorrow. Some of them will be found in every group, party, sect, and organization that exists in the community. He should teach them the fundamental principles of American life and help them to make wise choices in their affiliations, but he may not proselytize or conduct propaganda for any cause on which citizens are divided. A decent respect for the opinions of others must characterize all that he does. The organization, therefore, which acts as the super-teacher cannot favor either Jew or Gentile, Republican or Democrat, capitalist or laborer. It honors them all for the good they strive to do, and will join with them in all good works, but it cannot be subservient to anyone. I realize that the American Federation of Labor is potentially one of the most beneficent organizations in the United States, and I have the highest regard both for its leaders and their objects, but it would be a mistake both for the Federation of Labor and for the prospective organization of teachers, to form an offensive and defensive alliance. It might be the easiest way to secure an increase of teachers' salaries, but more pay is not the only object of a teachers' organization, and not the one that will insure its greatest usefulness either to the profession or to the public.

It would be just as fatal to become entangled with the Manufacturers' Association, the Bar Association, the Christian Association, or the Democratic Party. If this latter suggestion is ludicrous, so also is the example set by some groups of teachers who have already identified themselves with the labor organizations. "Friends with all, but allies of none," must be the slogan of a teachers' organization — (From an address given July 24, 1919 at a Mass Meeting of Students in Education)

## SHOULD TEACHERS JOIN THE FEDERATION OF LABOR?

Dr. William H. Kilpatrick  
Teachers College, Columbia University  
New York, N. Y.

"In my opinion, teachers as teachers should not join with labor as labor, or with any other group as such. They should not commit themselves in advance to any blanket program. They don't know what the future may bring. Teachers, especially in higher institutions, should not be labeled so that people can say in advance that they believe in this or that. It is not the way for them to exert their greatest influence. I would, however, say that there are specific issues where teachers may well join with labor, such as the battles for the child labor amendment and against teachers' oaths. But permanent alliances are cramping. They leave teachers no adequate room to grow." — (A Teachers' Teacher Tells What Education Is. Eunice Fuller Barnard. New York Times Magazine, March 21, 1937, p. 5, 22.)

FIVE REASONS FOR NOT JOINING THE AMERICAN FEDERATION OF TEACHERS.  
J. Herbert Kelley, Secy., Pennsylvania State Education Association  
Harrisburg, Pennsylvania

1. The use of coercion by unions is contrary to the accepted methods of education: argument, persuasion, demonstration. The use of coercion in any way at any time is of itself a confession of failure of educational measures. For one branch of the government to strike against that government is anarchy. Calvin Coolidge, when Governor of Massachusetts, stated this principle in settling the strike of the Boston Police. Teachers are trained by the State, certified by the State, and paid by the State. They are part of the government quite as much as the police. Use of any coercive measure is contrary to the basic principles of voluntary teachers' associations.

2. Unionism regards teaching as a trade, not a profession. In a pamphlet entitled Objections Answered, used by the American Federation of Teachers, appears the following: "The war has cleansed us of any remnants of such petty snobbery (that teaching is a profession). The time has come for teachers of the country to rid themselves of their narrow class spirit and join hands with other workers in their assertion of independence and self-respect." They fail to see that there is a clear line of demarcation between mechanics, artisans, labor, and the recognized professions of law, medicine, engineering, teaching, and accountancy. The hod carrier, although he does an essential, honorable, and honest piece of work, will never feel at ease in an organization of skilled surgeons. All are workers, but the first works on the level of labor, the second, on the level of a profession. Teaching has its two extremes: The college professor and the union teacher. Between the two is a great body of professionally-trained, professionally-minded teachers who are working out the destiny of teaching as a profession.

3. It is not proper or professional for teachers to affiliate as an organized body with another organization representing a portion of the citizens of the community in which such teachers are employed. This principle was stated in the Lancaster opinion, July 30, 1920, by Thomas E. Finegan, then Superintendent of Public Instruction in Pennsylvania. It was confirmed by the Supreme Court of the State of Washington in the Seattle case. See *Americana Annual* for 1929, page 236.

4. Unionism destroys the solidarity of the profession. The constitution of the American Federation of Teachers excludes membership of Superintendents except by a favorable three-fifths vote of the members of the union. By such exclusion, unionism retards the unification of the profession.

5. Unionism lowers the ideals of teaching. By emphasizing only the self-ish, though necessary, economic needs of teachers — salary, hours, tenure, retirement — unionism misses altogether the finer ideals of teaching and the rich compensations that do not appear in the salary envelope.

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DR. JUDD DISAPPROVES TEACHERS AFFILIATION WITH LABOR

In a newspaper story published May 20, 1937, Dr. Charles H. Judd of the University of Chicago, was quoted as approving the affiliation of teachers with the American Federation of Labor. In the June 1, 1937 issue of Teacher News and Views, the official organ of The Association of Chicago Teachers, excerpts from a letter from Dr. Judd are published in which Dr. Judd is quoted as saying that he —

"Never gave any ground, either publicly or privately, for the statement . . . . . I point out that throughout my professional career I have been opposed to the affiliation of professional organizations of teachers with any special group of citizens.

"It is my belief that teachers are servants of the whole public and ought, therefore, to avoid any affiliations that seem to be of a partisan type. I have to admit that teacher organizations have not always seemed to me to be professional in character. They have given less attention than I could wish they would to purely personal interests of their members, especially on the financial side.

"It is my belief that a strong professional organization could even now resist the invasion of the school system by spoils politics quite as well as an organization affiliated with any larger group of citizens.

"That statement (in the newspaper) does not represent my views. You are quite at liberty to make use of this letter in any way that you care to."

A previous statement of Dr. Judd's reported in the Chicago Daily News of January 9, 1937 follows —

"Organize? And affiliate with the American Federation of Labor? No, no, indeed. Teachers cannot afford to join any outside association. . . . . Teachers are public servants, and as such they should be in position at all times to lend sympathy with any and all units of our society. . . . And when they do this (affiliate with the A. F. of L.) they no longer are valuable as teachers, for they become partisans and as partisans their message loses its weight."

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ADDITIONAL DISCUSSIONS OF TEACHERS AND UNIONS

1. "A National Organization for Education," Educational Policies Commission Report, p. 32-35
2. "Teachers Unions?" — Progressive Education, October 1943, p. 260
3. "The Professional Way to Meet the Educational Crisis," NEA Journal, February 1947