

soon have armies of monkeys competing with each other for the privilege of working for him at his own price, and cocoanuts of the home variety would be overproduced in both communities. Cocoanuts would be no harder to pick, traveling would be no more difficult, but the transportation privilege would give its owner power of an absolute character.

This is an extreme case, but differs only in degree from phenomena with which we are all familiar.

From all these considerations we see that free competition tends to establish an exchange of labor products on the basis of cost of production. This is the utmost expression of economic brotherhood.

* * *

DEMOCRACY IN EDUCATION.

I. ADMINISTRATION OR TEACHING.

Portions of an Address Delivered Before the Western Section of the Northern Illinois Teachers' Association, at Dixon, Ill., October, 1905, by David Kinley, Professor of Economics, and Dean of College of Literature and Arts, University of Illinois.

We seem to have evolved in late years in this country a passion for organization for organization's sake. We have been busy in educational circles in constructing systems of administration and machinery of organization, and there has been a growing tendency for the power which formulates educational policy and administers educational organization to come into the control of a smaller number. One of the most astounding things in educational life is that it is in the most democratic country in the world and in the most democratic parts of that country that the most autocratic systems and methods of school administration have grown up and are growing up. If you go to Massachusetts, you will find the schools close to the people and managed by officers elected by the citizens in their own communities, advised and helped by superintendents and by a state board of education which has no immediate authority over them. If you go to some other states, as New York, you will find at the head of the system a state officer with a hierarchy of officers under him, having so wide an authority that the local authorities have little to say or do about the management of their schools, and the teachers have least of all to say. In some cases the organization seems to be theoretically so perfect, on paper, that no individual teacher or officer in the system can go wrong without being immediately checked up by the center or head of the system; and that no individual teacher or officer in the system can do anything without the direct authorization and approval of the head of the system. He determines the policy and method of the work; everybody in the system must conform to his standards and methods.

But it is not only in the few cases of "system" that I have in mind that the teacher and his personality seem to have been reduced to a minimum; the same thing is true, in more or less degree, throughout the country. It seems, for example, to have become the high privilege of the teachers in different states throughout the United States to attend teachers' associations to carry out the will of a ring or small

Announcements

MEETINGS, LECTURES, DEBATES, ETC.

Brooklyn, N. Y.—Fourth Unitarian Church, Church Ave. and East 18th St., Flatbush, Sunday, May 20, 8 p. m. Debate: "Socialism vs The Single Tax," between Courtney Lemmon for Socialism and James R. Brown for the Single Tax.

Cincinnati, O.—Vine Street Congregational Church, Sunday, May 20, at 7:30 p. m. Lecture by Louis F. Post of Chicago on "The Blood of the Nations."

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group who make the slate of officers, determine the policy of the association, make its programs, and leave the rest of us the privilege of paying the bills. It is commonly said, for example, that our own National Educational Association is controlled by a small group of leading educators; controlled, that is in the sense that the great body of members have little or nothing to say about the general policy of the association or its officers. Certain occurrences at the last meeting seem to an unbiased public to furnish evidence of the truth of this statement. What opportunity is there in that organization, as it is, for the vast body of teachers throughout the country to exert their will and make themselves felt, except by taking the disagreeable attitude of critics or rebels against the system?

The evil reaches, however, not only through the teachers' association, but into school boards, into individual schools, and into colleges and universities. Here is a city superintendent, or principal, or a president, who is an autocrat. He has the sole control of appointment and dismissal and he exercises it in a way which makes it necessary for a teacher to suppress his individuality if he would save his place; to forego initiative and spontaneity and follow slavishly the dictates of his superior officer, if he is to furnish sufficient proof of the "personal loyalty" which that kind of a man always demands. He speaks of the teachers as if they were his personal servants, and I have heard superintendents and college presidents talk about "my force," "my teachers," "my schools," "my institution," as the Czar of Russia or the Emperor of Germany talks about my people, my army, my ships, and my soldiers. I have known some who insist on the power of summary dismissal at their own wish, yet who would resent hotly the assertion of any right on the part of the teacher to terminate his contract at will; who resented any efforts on the part of other schools or colleges to get members of their teaching corps, and laid it up against a member of their corps if he was known to be making an effort to better his condition in salary or rank by seeking a new position. Too much and too strong administration almost inevitably has such results and degrades the teacher. Either he rebels against the system and takes the consequences of a struggle with some one officially stronger than himself, and usually to his detriment, or else he submits at the sacrifice of his self respect and dignity. If he does the former he is accused of being a nuisance and of causing dissension in the school, and is marked as one whom it is not safe for superintendents and presidents to employ. If he submits, the degradation which he suffers from his loss of self respect makes the teacher less of a man or a woman and impairs the influence that he otherwise could have exerted in developing the character of the boys and girls under his charge.

We hear of men agreeing to accept a superintendency, a presidency, or a principalship on condition that they may have a "free hand," as it is called, in "reorganizing" the faculty. To grant the propriety of such a request is to forget that an educational institution is an organic growth; that the continuance of its life and policy and present character depends upon its past career. They ask the right to hack and sever and cut deep into the life of the institution in order, forsooth, that they may im-

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pose upon it from without a preconceived policy, formed in their own minds and without reference to the continuity of the life and the historical past of the college or school, without reference to the moral obligations that have sprung up; forgetful of the fact that they are dealing with human beings and not with machines, and that any act which lowers the standard of self respect of the teachers of the school—which makes them feel for an instant that they are not regarded as responsible and trustworthy individuals—is likely, by lowering the standard of work, to lower also the standard of conduct and impair the quality of teaching.

In short, there is a tendency in certain quarters to insist that the teachers of the country shall have nothing to say or do about the organization of our educational system. The advocates of this policy insist that "It is the business of the teacher to teach"; such a statement is mere play upon words and ignores the fact that teaching cannot be isolated from administration and the tendency is to defy the machinery of organization and to forget the human element, to organize and run a complex system beautiful in its completeness, smooth in its working, but smooth because it is impelled by a force from outside that crushes and overthrows internal, spontaneous influences which, although they may not work so smoothly, would give a more human, beautiful, and life-like movement to the system. Put in plain English, the tendency of this view is to relegate the teacher to a position of subordinate importance in the educational system; and it raises the question: Which is the important thing in education, administration or teaching? Are the teachers of a country or a community, taken as a whole, incapable of giving good advice regarding educational policy? Should they be cut off altogether in the matter of giving advice from access to boards of directors, boards of trustees and superintendents, and the whole determination of the educational policy in a community be left to a single officer, like a superintendent or president or a small board? Are the teachers of the country worthy of confidence?

* * *

THE TEACHER.

With Apologies to Kipling.

A maid there was and she taught a school
(Even as you and I!)
For parents and school boards, stiff and cool
(They thought she was only a hired tool).
But she knew she was there for good or ill.
(Even as you and I!)

Oh, the years we spend, and the skill we spend,
And the work of our brain and hand
Belong to the people, who do not know
(And we sometimes think they never will know)
And do not understand.

A maid there was, and her life she spent
(Even as you and I!)
Youth and brains and a good intent
(But they never cared what the teacher meant).
But a teacher must follow her natural bent.
(Even as you and I!)

Oh, the toil she gave and the strength she gave
And the hopes—that were built on sand—
Belong to the children who didn't know why
(And of course she didn't expect them to try),
And did not understand.

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