

question is whether it is better to denounce as pure theory any attempts to think ahead and wait until the avalanche hits you or to try and prepare yourselves in some way for that avalanche.

Another mis-conception I feel you have is probably my own fault. I have not had in mind any such thing as detailed consent on every particular motion or the time on every particular job. I have simply tried to put before you as emphatically as I could the point that wherever interests were affected those interests should be represented in the decisions made. When Mr. Wolf used the words, "must cooperate with and obtain the consent of all these groups," he, to my mind, expressed the essence of the matter.

Mr. Feiss referred to the dangers of a wide range of consent. I appreciate the dangers of that very deeply, yet it seems to me that the lines of intercommunication, the means of transportation of ideas and language as well as of material things, has so increased that we are confronted in these days with living on what one might call a planetary scale. We cannot afford to be ignorant of or not to take account of things that are going on anywhere in the world. If you simply apply that to my general statement that the people affected should have some say in the decisions made, you can keep the play of those decisions and the inter-play of those decisions on a perfectly practicable basis.

I would like to put into this record for your own thinking, one brief statement. It ties up with my belief that a shop or factory or store or railroad should not hold people at work eight or nine or ten hours a day and debar them during that time from the educational process. John Dewey in a recent book called, "Schools of To-morrow" has touched upon this question in a way which will be useful in our thinking in this matter. He says, and it applied to factory workers and managers as well as children: "The conventional type of education which trains the children in docility and obedience to the careful performance of imposed tasks, because they are imposed, regardless of where they lead, is a state of autocratic society. These are the

tactics needed in a state where there is one head to plan and care for the lives and institutions of the people. But in a democracy they interfere with the successful conduct of society and government. Our famous brief definition of democracy as a government of the people, for the people, and by the people gives perhaps the best clue to what is involved in a democratic society. Responsibility for the conduct of society and government rests on every member of society. Therefore every one must receive a training that will enable him to meet this responsibility, giving him just ideas of the condition and needs of the people collectively and developing those qualities which will insure his doing a fair share of the work of government: If we train our children to take orders to do things simply because they are told to, and fail to give them confidence to act and to think for themselves, we are putting an almost insurmountable obstacle in the way of overcoming the present defects of our system and of establishing the truth of the democratic ideals. Our state is founded on freedom, but when we train the state of to-morrow, we allow it just as little freedom as possible. Children in school must be allowed freedom so that they will know what its use means when they become the controlling body, and they must be allowed to develop active qualities of initiative, independence and resourcefulness before the abuses and failures of democracy will disappear."

EMPLOYMENT

(The purpose of this column is to bring available members and desirable opportunities into touch with each other. Names will not be published, but inquiries from those interested will be forwarded to the proper persons. Original inquiries will be given code numbers, to which please refer in answering.)

P 3. Opening for one, and possibly two, "managers of personnel". Ability and experience required.

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COMMENT AND NEWS

The results of the Ann Arbor Conference on scientific management justified the efforts of the Governing Board to make it the logical successor of the 1911 Tuck School Conference. The arrangement of the program gave opportunity for a most comprehensive discussion of the principles of scientific management, both in general and with respect to their application to different types of industry, and, what is more significant, the program was carried out essentially as arranged. To those who participated in the program: to the Department of Engineering of the University of Michigan; and to Professor Bursley, chairman of the local committee on arrangements, grateful acknowledgments are rendered.

The one hundred eighty delegates registered at the conference represented one hundred twenty-five firms, sixty cities, twenty-five states and one foreign country. In addition, there were many students and local residents of Ann Arbor present at the various sessions but not registered.

Criticisms and suggestions concerning the plan and conduct of the conference have been requested from a large